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ABSTRACT

The lengthy and detailed curriculum guide is said to form a basis for stimulating development of the young hearing impaired child (age 3 to 6 years) in all aspects of growth. The systematic presentation of the content is thought to help the child integrate into his whole personality the oral communication skills that permit him to function in his environment. Initial topics presented in the guide are educational goals and support factors; neurological and motor, cognitive and emotional-social development of child, aged 30 to 36 months and of child aged 3 to 6 years; and the cognitive approach according to Jean Piaget, modified for pre-primary hearing impaired children. The first curricular unit contains nursery level through grade one activities on expanding concepts through social studies and science. Examined next are the sequential stages in the development of language. The second major unit focuses on developing concepts and skills in reading. Discussion of sequential stages in the development of mathematic concepts then follows. A short section on the sequential stages in the development of speech precedes the unit on dimensions of speech development for the hearing impaired. A brief section on auditory training concludes the guide. (CB)

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MINNEAPOLIS PUBLIC SCHOOLS

SPECIAL EDUCATION DIVISION

CURRICULUM GUIDE FOR PREPRIMARY HEARING-IMPAIRED CHILDREN

3-6 YEARS OF AGE

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UNISTAPS* Early Childhood Education Project for
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FOREWORD

This curriculum has been formulated by the UNISTAPS Curriculum Writing Team. It includes specific vocabulary, language, mathematics, reading, guidelines for speech and auditory training, and materials related to the total curriculum.

Although each area of the curriculum has specific content, the inter-relatedness of various sections make it essential to use the entire guide for the development of a comprehensive program.

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PREFACE

This curriculum has evolved to its present stage after being implemented in the classroom and revised by the Minneapolis Public School teaching staff over three years' time. It forms a basis for stimulating development of the young hearing impaired child (age three through six) in all aspects of growth: physical, intellectual, emotional and social.

It should be used in such a way that it becomes flexible enough to suit the various individual needs of the children. The dimensions of the curriculum enable the teacher to program, expand and enrich the learning experiences of all children.

The systematic presentation of the content included in the curriculum will help the child integrate into his whole personality the oral communication skills which will enable him to function in his environment.

The philosophy of the curriculum is "learning by doing". Teachers must plan a variety of interesting and relevant activities that will provide opportunity for total involvement of the child. This total involvement is essential for meaningful learning.

Educational Goals
Support Factors

The educational goals are the same for all children but a handicap may impose limitations in the attainment of these goals. The hearing impaired child has special needs that require him to develop to the fullest extent all of his sense modalities. He will need to use tactile, visual and motor skills to compensate for his hearing loss.

The learning of these compensatory skills needed to reach the optimal level of the goals of education will require the teacher to use special techniques, to stimulate learning and to modify the support factors.

A. To promote and maintain good physical health by

1. providing food and rest as needed;
2. conducting an appropriate balance of quiet and vigorous activities;
3. using outdoor and gym facilities when possible;
4. securing medical and otological evaluations when needed.

B. To promote good mental health by

1. helping each family respond to his child positively and to accept the child's handicap realistically;
2. varying the expectations for the children on knowledge of the out of school tensions and the child's ability to deal with frustrations;
3. providing a positive model of healthy emotional responses;
4. sympathic understanding and comfort to the child when he is upset;
5. setting realistic goals of acceptable behavior for the child and helping him meet them.

C. To help the child develop independence by

1. selecting and using equipment and materials that the child can operate independently;
2. encouraging the child to meet his physiological needs without direct supervision;
3. giving assistance only when needed in dressing, cleaning up and eating;
4. arranging materials so they are accessible to the children;
5. arranging furniture and materials so that children work independently as well as in groups;
6. encouraging the child to make decisions--give several options in as many planned activities as possible within the daily schedule;
7. encouraging the child to act responsibly through specific room jobs;
8. encouraging intrinsic motivation by moving from extrinsic rewards, to praise, to child's own realization of self worth and self satisfaction.

D. To develop a positive self image by

1. helping the child understand his role in his family and at school;
2. taking time to "listen" to the child and responding to his questions;
3. praising the child when justified;
4. setting up activities that will enable the child to succeed and also stimulate the individual special and personal differences within the group.

E. To promote socialization, understanding and respect for others by

1. providing activities that stimulate interaction of children with each other and with adults;
2. finding ways to involve the isolates in group activities;
3. using materials and activities that will require interaction of more than one child;
4. providing activities which meet individual needs for privacy and independence;
5. helping children discover and use positive ways of interacting without resorting to aggression;
6. providing activities which enables children to find a solution and success through cooperative action.

F. To encourage intellectual growth by

1. using daily life experiences and materials to develop concepts;
2. using a wide variety of learning resources;
3. asking questions which require problem solving, comparing, contrasting and classifying; the questions should encourage imagination and stimulate language growth;
4. responding to the child's questions with answers that will encourage further mental activity.

G. To develop compentency in tools of learning by

1. providing meaningful setting for learning;
2. developing skills of observation, concentration and memory;
3. providing a variety of activities for practice to refine skills;

4. providing opportunities to stimulate visual and auditory recall.

H. To develop good receptive and expressive language skills by

   1. supplementing the child's activities with rich input of language stimulation;
   2. encouraging maximum utilization of residual hearing through training of auditory attention, auditory discrimination and auditory memory;
   3. providing many opportunities for imitation of adult language and self initiation of language;
   4. encouraging a positive attitude toward speech;
   5. specific speech training in meaningful language units using a multisensory approach;
   6. encouraging expression of individual differences through the teacher's open-ended questions ("Which one do you like?" "What do you think happened next?" "Which one do you want?").

I. To encourage creativity by

   1. providing a variety of materials that will enable the children to develop their talents in individual ways using music, dance, dramatic play and art;
   2. accepting the products of the children in a positive way;
   3. reading stories and poems that encourage imagination;
   4. teaching games and finger plays.

J. To help the child develop gross and fine motor skills by

   1. providing appropriate play equipment;
   2. allocating specific time for directed activities;
   3. encouraging the families to reinforce the use of the gross and fine motor skills developed at school.

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Neurological and Motor, Cognitive and Emotional - Social Development of Child 30-36 Months

From Lennenberg, Gesell, Ilg, Piaget

(And the Developmental Scales Noted at the End of the Report)

At Completion of Age 30 Months

Neurological and Motor

Jumps into air with both feet; stands on one foot for about two seconds; takes few steps on tip-toe; jumps from chair; good hand and finger coordination; can move digits independently; manipulation of objects much improved; builds tower of six cubes. Lennenberg.

Cognitive

Uses language as a tool (Gesell); drawing becomes imitative and image is realistic in intent (Piaget); perseverative age, transitions are difficult, expect a slow adjustment to new materials, a strong holding on, and a slow release even after interest has waned (Gesell and Ilg); verbal handling alone can be used to effect transitions much more successfully than at two, when handling had to be supplemented by physical handling or by a lure (Gesell).

Emotional and Social

Imperial domineering ways are sometimes hard for others to accept; he is dictatorial; he insists on order in his environment, is becoming independent; personality includes both poles of shyness and withdrawal on the one hand and approach and agression on the other. He wants very much to be with other people, both adult and child, but cannot handle them. Plays best with

At Completion of Age 30 Months

Emotional and Social (cont.)

one child out-of-doors. Process of adjustment to others becomes more urgent at the thirty month period. (Gesell and Ilg)

Language Development

Fastest increase in vocabulary with many new additions every day; no babbling at all; utterances have communicative intent; frustrated if not understood by adults; utterances consist of at least two words, many have three or even five words; sentences and phrases have characteristic child grammar, that is, they are rarely verbatim repetitions of an adult utterance; intelligibility is not very good yet, though there is great variation among children. Seems to understand everything that is said to him. (Lennenberg)

At Completion of Age 36 Months

Neurological and Motor

Tiptoes three yards; runs smoothly with acceleration and deceleration; negotiates sharp and fast curves without difficulty; walks stairs by alternating feet; jumps 12 inches; can operate tricycle. (Lennenberg)

Cognitive

Attention span increasing; will re-do puzzles more than once; handles pencil with better control; builds tower of 9 or 10 cubes; can fold paper lengthwise and crosswise but not diagonal; uses imagination and thinking for self becomes apparent; conforms to spoken word; can match simple forms (square, circle, triangle); recognizes and joins separated halves even though one is upside down. (Gesell and Ilg)

At Completion of Age 36 Months

Emotional and Social

Discovers own identity - becoming man of the world; bargains and understands "afterwhile"; will go on errands; emotional outbursts are brief; can be very angry and direct an attack against a toy or other object as if it were a person; jealousy and fears affect behavior; tries to make others laugh by his own laughter; likes solitary or parallel types of play; willing to wait and share his toys; beginning to understand "wait your turn"; rebellions are less frequent; uses language instead of physical means to resist; feeds self and rarely spills; pours well from a pitcher; can unbutton, unlace and take off shoes and pants; goes through night without wetting. (Gesell and Ilg.)

Language Development

Vocabulary of some 1000 words, about 80% of utterances are intelligible even to strangers; grammatical complexity of utterances is roughly that of colloquial adult language, although mistakes still occur. (Lennenberg)

Relation of language and activity, and language relation to others is spreading in many directions. (Metraux)

Child uses regularization to form plurals of words. (S. Ervin)

Neurological and Motor, Cognitive and Emotional - Social Development of Child 4-6

From Lennenberg, Gesell, Ilg, Piaget

(And the Developmental Scales Noted at the End of the Report)

At completion of age 4 years

Neurological and Motor

Jumps over rope or other similar objects; hops on right foot; catches a large ball in his arms; walks a straight line; climbs ladders; can run on tiptoe; skips on one foot; throws ball overhand; balances on walking board; jumps from height of twelve inches; kicks large ball; stands on one foot; walks backward (heel-toe); copies square, traces cross; copies cross on paper; picks up small objects (pins, thread) each eye covered separately; prints a few capitals, usually the initial capital of his first name.

Cognitive

Selects heavier weight invariably; can put together seven piece puzzle in 150"; can stack 5 blocks graduated in sizes in 14"; draws simple house; draws man with three parts; folds and creases paper three times; can match 4 of 16 silhouette pictures.

Emotional and Social

Cooperative with children;plays competitive exercise games; builds buildings with blocks, tends to go out of prescribed bounds; enjoys dressing up in adult clothes; understands taking turns; shows concern for younger siblings and sympathy for playmates in distress; needs to finish what he starts to play; dislikes to admit inability.

At Completion of Age 4 Years

Self Help

Dresses self except tying; can undress self except for back buttons, laces and ties; brushes teeth; laces shoes; distinguishes back and front of clothes; buttons 2-4 buttons; eats skillfully with spoon and fork; washes hands unassisted, dries face and hands; dry through night.

At Completion of Age 5 Years

Neurological and Motor

Greater control over body activity but control over large muscles still more advanced than over small. Likes to activate story and does so with success. Can skip alternately. Tries to roller skate and jump rope. Likes to throw (ball, snow and mud) and begins to use hands to catch more than arms (fails frequently). Can hop 2-3 yards forward on each foot separately. Grips strongly with either hand. Is able to sit longer. Draws a triangle; copies rectangle with diagonal; draws recognizable man with head, trunk, legs, arms, and features; draws simple house with door, windows, roof and chimney; counts fingers on one hand with index finger of other; prints first name in large irregular letters; frequently reverses letters, especially "S"; prints numbers 1-5, uneven and medium sized. Can fold triangle from paper 6" square in imitation of model. Cuts with scissors. Catches a ball 5" in diameter. Copies star (3 of 3 trials).

At Completion of Age 5 Years

Cognitive	Can tie a single knot around a pencil with a shoe lace after looking at a model. Learns to lace shoes. Copies star (3 of 3 trials). Places 10 forms of 10 on board in 35". Can count 6-10 objects when asked,,"How many?". Places 10 pieces on picture puzzle to complete puzzle. Can tell the number of pieces one has if something is cut in half.
Emotional and Social	Behaves in a more sensible controlled and independent manner. Continues domestic and dramatic play from day to day. Plans and builds constructively. Chooses own friends. Understands need for rules and fair play. Appreciates meaning of clock time in relation to daily program. Does simple errands. Likes to play house and baby. Gets along well in small groups.
Self Help	Uses knife and fork. Needs help and supervision washing other than hands and feet. Puts toys away neatly in box. Can brush and comb hair successfully. Uses bathroom by himself.

At Completion of Age 6 Years

Neurological and Motor	Very active - prone to be clumsy since over active. Large muscles well coordinated and balanced. Often wrestles, tumbles, plays tag. Likes to make "houses", etc. Greater success in bouncing tossing and catching rubber ball. Interest in simple carpentry, saws and hammers.

At Completion of Age 6 Years

Neurological and Motor (cont.)	Paints, colors, plays with clay. Doll play more elaborate. Boys use simple erector sets and tinker sets. Boys dig holes and tunnels. More deliberate and sometimes clumsy. Attempts to sew using large needle and large stiches.
Cognitive	Prints letters to spell words. Recognizes words and phrases and perhaps sentences. Finds words related to picture or story. Gets clues from lengths of words, beginning sound or letter. Some like to read nursery books - may now read though earlier memorized. Letters may now be apt to be drawn with continuous stroke. Beginning to recognize reversals but may not change. Prints first or both names and may add middle name. Can write numbers 1-20 - may reverse order of digits in teens. Counts to 30 or more. May add correctly within ten - subtraction within five.
Emotional and Social	Disappointment if expected Christmas or birthday gifts not received. Boasts and brags about number of gifts. Playing school, house and library. Brings to school and may share toys cookies or book with classmates or teacher. In school loves to be busy but avoids things he cannot do. Easily distractable - is aware of what his classmates are doing. When working does not like interference until he needs help. Tries to conform to please teachers and himself. Likes chart of own success but is not ashamed of showing it to classmates even if it has only a few. Likes praise and approval, resents correction.

At Completion of Age 6 Years

Emotional and Social (cont.)	Highly emotional, quarrelsome and argumentative. Likes and dislikes to extremes. Runs the gamut of feelings and emotions according to occasion or frame of mind.
Self Help	May prefer to finger feed, may prefer fork to spoon. Clumsy in spreading. Toileting accidents rare but may need reminder before playtime and then will care for himself. Tends to self during night-time toileting. May not like bath because of routine - may nned to be bathed entirely. May need some help in dressing but may not be willing to accept it. Careless about clothes even though clothes conscious - not responsible about keeping them clean, tidy or put away. Mother may need to choose and lay out clothing.

SUMMARY OF NEUROLOGICAL AND MOTOR:

COGNITIVE AND EMOTIONAL-SOCIAL DEVELOPMENT

AGES 3-6

Age	Neuro-Motor	Cognitive	Emotional-Social	Self-Help
3-4	Good Gross motor coordination (jumps, kicks), balance, copies square, traces cross. Small motor coordination, picks up small object, hops on one foot at a time.	Categorizes size for stacking blocks. Draws man with three parts. Match 4 of 16 silhouette patterns.	Beginning of sympathy and leadership qualities; cooperative play. Concerned with completing projects, expansive physically and in self-image.	Learning lacing, buttoning, zipping. Good utensil use. Ha (usually) learned cleanliness habits.
4-5	Greater large muscle control: more complete figure, object drawings; prints large letter. Cuts with scissors; copies star, rectangle, triangle, rote counting. May reverse letters.	Lacing ability now in, correct placement of form board items. May count objects when asked. Knows that object in half makes 2 pieces.	More controlled, independent, dramatic, role play common. Learns need for rules - learns clock time, vis a vis activities - plays well with small group of peers.	Uses knife, fork, needs some bathing supervision. Cleans after self - brushes and combs hair.
5-6	Over-active - greater coordination of large muscles. Much artistic activity. Building and constructive activity.	Purposeful printing to form words - may read. Still problem with reversing letters - more counting ability.	Understanding of social pressures, expectations beginning- Seeks peer approval. Independence in working problems. Exploratory - learning ways and doings of the social environment, often emotional to extremes - trying out roles, "how it feels" to be different.	More self-control. Desire to be dependent alternating with regression to earlier behavior, careless of clothes and personal belongings, but self-conscious.

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THE COGNITIVE APPROACH:

PIAGET:MODIFIED FOR PRE-PRIMARY HEARING-IMPAIRED CHILDREN

PIAGET

The work of Swiss psychologist Jean Piaget regarding the learning processes of children is crucial to the education of all children, regardless of handicap. Hearing impaired children particularly can benefit from application of his work. Piaget's work with infants and young children has consolidated previously fragmented pieces of information.

Other learning theorists assume that the child learns through his use of language--that his verbal abilities help to formulate his thinking habits. In a limited way, there is validity in that view. A child's verbal ability reflects his verbal thinking patterns. As he learns new language, his thinking becomes structured along those lines. But that viewpoint does not adequately explain the spontaneity, creativity and productiveness of human thought which is often expressed in non-verbal ways.

Templin (1966) and Furth (1970) have both conducted experiments and studies of deaf and hearing children based on Piaget's stages of mental growth. Piaget's basic hypothesis has been borne out. That is, intelligent, reasoning behavior is not grounded in verbal ability alone. Rather, intelligence, in Piaget's terms, is a human heritage latent in all human beings, and which unfolds in a natural sequence of structures dependent upon interaction with the environment.

The first stage of intelligence is termed the sensory-motor stage because the infant learns about the world through his own sensations and movements. There are no words, no reflections, but a memory system is begun; consequences of motor activities are retained, and the groundwork is laid for the unfolding of later structures. The implication is that children interpret the world through their own concrete experiences--reflecting their "ego-centrism." They learn verbal skills and may often be quite sophisticated in their language. Their understanding is, nevertheless, at a non-abstract stage, which may often confuse them. It also frustrates adults, who respond to the words used and not to the conceptual level of the child.

One way of discovering the conceptual level of the child is to apply some of Furth's principles. He says ".... parents and educators need not frantically look for contrived situations or rewards that will make intelligence grow. Intelligence grows from within. Thus the task becomes one of furthering and nourishing this growth by providing suitable opportunities, not by explicit teaching of what to do or what to know." (P. 74)

There is a difference, a profound difference, according to Piaget, between remembering and knowing. A child may remember a list of the presidents, but he knows that a subclass is included in a superior class. That is, apples are fruit--and he doesn't need to work at remembering that. Once he knows it, it is his. Knowing, as Furth says, ".... is independent of particular circumstances". (P. 75) It is the basis for the ability to learn.

If intelligence develops through the child's functioning, why bother to "teach"? The word teach here is critical. In a Piagetian approach, teaching would mean providing an environment which would stimulate the latent growth of the child.

A child does not develop under any and all circumstances--he must be in a situation which presents to him challenge and motivation. A baby learning to walk is a prime example. If the child has never been given the opportunity to use his leg muscles or if that opportunity has been very limited, his walking may be quite poor and delayed. But the baby in a normal environment takes great joy in walking. Why? 1) There is a physical "readiness" which impells him to use the now mature muslces. 2) There is the joy of mastery which provides the motivation. Otherwise, how do we explain the child's persistance in the face of his first failures--falling again and again. What adult would continue to try learning to walk after falling every three steps?

Thus, the conditions for developing one's potential include the concept of readiness, physical and mental. The other prerecuisite is the intrinsic motivation, of the sheer joy of discovery and movement.

The purpose of the following thinking games is to exercise and challenge the child's thinking processes. Child solutions are not merely verbal labels, therefore, the hearing impaired child can demonstrate some of his reasoning abilities. The games also provide a tremendous opportunity to involve the child in language and speech work. When the teacher knows the exact level of the child, she is aware of what he does not understand, where he needs help. Templin's deaf subjects took longer to develop Piaget's stages than did the hearing subjects. They may also provide the teacher with a new view of the child: that he is a reasoning being who has used his environment to stimulate his growing intellect. Intelligibility of speech, reading and math levels do not necessarily reflect the child's perception of his environment. A hearing impaired child may have many concepts that he cannot verbalize.

Learning tasks proposed by Piaget in the early childhood years are accomplished through "playing" by the children.

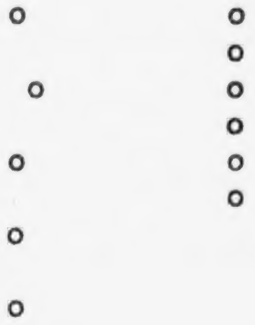
A teacher can learn a great deal about the functioning of the child by structuring some of the child's playing into Piaget "games".

As pointed out above, the beginning of intelligence lies in the realm of sensory-motor interaction. The child grows and interprets incoming information according to his own responses and egocentric preception. Some of the tasks are classed under the heading of conservation.

Each conservation task has 3 levels. Stage I -- the child shows an inability to focus on the concept, Stage II -- an inconsistent response but the beginning of understanding, Stage III -- attainment of the concept.

The following is a game of conservation of number for preschool children.

Take 5 pennies, chips, M & M's, etc., arrange them in a widely spaced single row. A few inches away, take 6 of the same object and arrange them in a closely space single row. It should look like this:

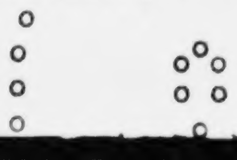


Count each row with the child, pointing to each chip as you count. Then, depending upon the child's sophistication and depending on the child's language comprehension level ask, "Which row (of pennies) will buy more candy?" or "Which row would you like to eat (if M & M's)?" or simply, "Which is more?"

Responses may fall into any stage. A stage I response would be choosing the row of 5. If this is given, ask why the child would respond as he did. Check again, have the child count again, block his view of the rows and ask which is more, 5 or 6. If the child doesn't know, discontinue and reduce the number of objects in the rows to 3 and 2 and see if that can be accomplished successfully. In other words, find out what the child's conceptual level is for the task.

Stage II response: the child fluctuates, he recognizes that 6 is more than 5, but he can't shake off the appearance of those rows; he's beginning to understand the conflicting situation.

Stage III response: the child acts as if the adult is pretty silly to think he's be fooled and he responds correctly. Test his response by taking the row of 6 and rearranging it into a circle.



Ask the same questions. If the child hesitates, he has not yet fully grasped the concept. But is he is still firm, so that no rearrangement affects his answer, then the child has attained Stage III. Larger numbers of objects may be used, as well, to see how firmly the principle is understood.

Another task is the conservation of substance. Show the child 2 clay balls. They must be exactly the same -- weigh them, to show the child that they are thesame. Then roll out one of the balls into a sausage. Ask the child, "Is one heavier?" or "Do they still weigh the same?" or use some language appropriate to the child, "Is one bigger, more, etc., than the other?" Again, responses will fall into 3 stages.

Stage I -- The child chooses according to his own perception -- whichever appears bigger, heavier, etc. The child does not yet comprehend the meaning of measurement, which is vital to completing several other Piaget tasks, for example, the conservation of length, height, distance.

Stage II -- the child is still bound by his perception, but the task represents a problem which challenges him.

Stage III -- check the response by repeating the conditions (2 balls) and making one flat, instead of rolled up. If this is correctly answered, again make 2 clay balls, weigh them, then try to remove some of the clay from one ball as you change its shape and weigh them again. The child will see that the sausage weighs less now.

How can he explain it? If he is doubtful, then he has not fully attained the concept. If he realizes a trick has been played, he understands.

Measurement of weight may be presented to the child by using Furth's (1964) procedure. He used weights with the number of ounces written on them. They were given to the children in pairs, some equal, some not. A scale should be used to allow the child to match the pairs.

Another task appropriate for this age level, which falls generally under the heading of conservation, involves the use of classification.

How does a child make decisions about the kinds of things which "belong" together.

Give the child a group of different objects, for example: some square, some triangular, some rings, some ½ rings, some letters, some made of wood, some made of plastic. Ask the child to "put things together that are alike." There should be very little direction. Let the child work on his own. All of the objects should be grouped in some way by the child.

The younger children often group according to whim, or by the last object they've handled. There are no "rules" governing their sorting. The older children should have developed some system of rules which are either observable or which they could explain.

The point of this "game" is not to teach the child "correct" ways of classifying (there are several correct ways) but to discover how the child relates to his environment as shown by the classifications.

There are similar experimental games using relative size as a principle. Nesting toys are good for this kind of game. Have the child arrange a set of objects which are different sizes: dolls, balls, etc. Observe if he can go from small to large, or if he groups by other criteria such as color or shape.

Another conservation task which involves measurement is the conservation of liquid. To experiment, use the following procedure.

Equipment: 2 containers for water--one tall and skinny, the other wide and short. A measuring cup.

Fill the measuring cup with water in view of the child. Pour the water into one glass. Refill the measuring cup, showing the child that it is the same amount. Pour into the next glass. Ask the child to tell you if there is the same amount of water in both glasses or if one has more. If the child chooses one over the other, asky why. Again, responses may be at any of the stage levels.

Conservation of Length, is a more difficult problem for this age group, but the youngsters enjoy this game. Use two dowel sticks or pipe cleaners. Place them side by side to show the child that they are equal in length. Then, allowing the child to see, push one stick forward. Ask if they are still the same? Ask if one is longer? If the child says yes, point to the space where the stick was pushed from and show what happened. Repeat the conditions.

A concrete experience which helps to illustrate the concept of relative size is to have the child stand next to the teacher. Ask the child who is taller (bigger). Have the child climb onto a chair. Now ask, "Are we the same size?" Try to help the child understand that he did not "grow" but was helped to become bigger. He's not really bigger than the teacher. Again, this is a difficult concept, not often attained by age 7.

Many of the everyday teaching activities in the classroom involve Piaget's principles, particularly work with sequential activities, sets, and matching games.

Another aspect of the classification games is that young children are not able to pay attention to more than one identifying characteristic. The child may have a good auditory and visual memory for the "big red car" and point to the correct picture or object. But is he must classify objects into groups, different principles apply. Some are big, some are red. The idea of things being both big and red develops later as the child can classify according to two criteria at once.

Sequential Development of Rules: The infant as early perhaps as 10 months, involves "rituals" which foreshadow the beginning of the idea of rules. These rituals arise primarily through repetition of a behavior. The child must have his blanket tucked in just so, because that's the way it was done previously.

When a child first learns about games, there is no understanding what a winner or a loser is, or of positions relative to another players' moves. The child operates on an egocentric level. He wants to play like the older children he's observed, but if there are rules to follow--he is not bound by them.

Until about age 7, according to Piaget, the child is still incapable of taking an objective point of view. That is, he still cannot bend his actions to conform with predetermined rules. Taking or accepting the point of view of another person has implications beyond the activity of just learning rules. These include social skills, reciprocity, mutual agreements, and reasoning with other arguments that are presented in an exchange. Activities should begin early in exposing the pre-schoolers to these concepts.

Games can be played by a set of rules already existing--then have the children make up their own games. How would they go about it? This may involve the question of where rules come from. It should be pointed out to the child, particularly in disciplining, how his actions affect others. Role playing should involve acting out others' roles--those of parents, teachers and friends, stressing the idea that the child be as like the other as possible. Situations should vary so that "make-believe" can be realistically played. For example: A role-play that should be realistic involves concepts about time duration. If the situation is a bus ride to school--how long does it "really" take. How do people "really sit" on the bus--do they stare straight ahead, bump, read? See Spelin for more ideas on this subject.

Point of view is also a physical phenomenon. Things look different from a distance or from an angle, above or below. Children should be encouraged to look at objects in their environment with new perspective. Present things to them drawn from an unusual angle. Show slides and pictures of objects and have children guess the perspective.

Show things out of focus and have the children guess what the object might be. Also good for sequencing and memory tasks is to present a series of flashes on the screen, displaying geometric shapes, familar things, etc. Start out slowing, using two in the sequence, and have the child recall the order. This activity should be used in auditory training also.

Another game involving both visual and auditory memory is a communication game. A "lazy susan" type cardboard circle has a series of pictures around the edge, like circles with dots inside.

Two players hold the circle between them. Then the teacher covers the circle with a screen--so that only one player can see. That player must describe one of the pictures to the other player.

This game can be used on varied levels. The most basic approach might be to set up the circle with 2 matching sides with 3 colored dots on each side

Place 2 children on either side--place the screen in the middle and have one child describe a circle ("I see a red circle.") The other child must find the match on his side.

The game can become more and more complex as the children become more sophisticated--going from colors, to numbers, to letters to astract pictures.

Another game which is fun for the pre-schooler even though he doesn't yet understand its principle is a probability game. Ten red and yellow marbles are on a table. The teacher takes 8 red and 1 yellow marble and puts it into a bag, shaking it vigorously. The bag is handed around, and each child has to guess the color of the marble he will pick from the bag. After a marble is chosen--the color is written down and it is put back into the bag. Many variations on this and the other games are possible. The children themselves may develop new approaches.

An important principle to remember about these games is that there is no "correct" answer. How the children approach the problem--solving situation will reveal more about his thinking processes and abilities than will one "correct" answer.

The children should be encouraged to creatively participate in criticising, changing and working around the "games".

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EXPANDING CONCEPTS THROUGH
SOCIAL STUDIES AND SCIENCE
FOR THE HEARING IMPAIRED PREPRIMARY CHILD

Some considerations regarding social studies and science:

Focus: "Learning by doing" is to be the basis for planning experimental activities relating to social studies-science units. These activities must involve each child and should be planned to encompass other areas of the cirriculum when appropriate.

The social studies-science units for each level will give the teacher opportunities to develop in meaningful context the vocabulary and many of the language principles for each level. There will still be the need for a separate language period to develop specific skills and principles.

Social Studies - Scienct Units

Nursery Level

At the beginning of the school year, special letters should be sent home requesting:

1. pictures and names of the immediate family;
2. a picture and description of the family dwelling;
3. a baby picture of the child and a picture of the youngster when he was between one and two years of age.

A newsletter is sent home at the beginning of a new unit listing new vocabulary and concepts to be presented. Ideas for reinforcement by the parents should be given.

Social Studies - Science

Nursery Level

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
I. Development of Self Concept	To increase self awareness, self confidence and a sense of belonging to a family and school.		
A. Name		We have personal identification. I have a name. All people have names.	Children's names Teachers' names What's your name?
B. Family (Be sure you are aware of family status, life style, racial and cultural background before developing this unit.)		We all have a family. Families are not all alike. My family lives at home.	house home Daddy Mommy (Mama) (a) sister (a) brother baby (specific names of children in family)

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY	
C. Sex		Boys and girls are different.	(a) boy	
(Give children		Boys wear pants.	(a) girl	
initial exposure		Girls wear dresses.	I	
to the concept:		I am a boy.	me	
Boys and girls		I am a girl.		
are children.)				
D. Self Image		Each part of my body has a name.	(a) thumb	(a) nose
			(a) mouth	teeth
			fingers	ears
			eyes	hands
			hair	feet
		I can do many things.	(to) run	
			(to) walk	
			(to) jump	
			(to) fall down	
			(to) clap my hands	
			(to) wash my ____	
			(to) open ____	
			(to) shut ____	

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
			(to) spill
			(to) throw
			(to) drop
			(to) sit down
			(to) stand up
			(to) see
		I have feelings.	(to) cry
		I express my feelings by	(to) smile
		laughing, crying and smiling.	happy
		I can be happy, sad or mad.	sad
			mad
		I take care of my body.	(the) bathroom
		I need to keep clean and neat.	(a) comb
		I was my hands	(a) toothbrush
		before eating.	(a) towel
		after going to	(the) soap
		the bathroom.	dirty
		when dirty.	
		I comb my hair.	

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
		I wash my face when dirty.	
		I blow my nose.	
		I brush my teeth.	
		I take care of my hearing aid.	
		I wear clothes for many reasons.	
		I rest at school.	

NIT	UNIT GOALS	CONCEPTS	VOCABULARY
I. Safety	To develop self discipline and self assurance that will enable him to live safely in his environment.		
		To be safe we must do certain things.	red green
		To be safe we need rules.	yellow Stop!
		Safety at School	Go!
		We walk in the halls.	(a) bus
		We follow our teacher in line.	(to) walk
		We do not push in play or in line.	(to) play (to) push
		We take turns.	(to) look
		We share.	(a) line
		We need to know what to do in a fire drill or civil defense drill.	(a) street fire
			(the) teacher (a) bus (cab) (a) car

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
		Safety on the Bus We wait until the bus stops before boarding. We sit quietly. We wear seatbelts. We obey the driver. Safety on Walks We follow our teacher in line. We watch our teacher for directions. We learn to cross the street safely. We learn to walk in line. We learn to look for cars.	

JNIT	UNIT GOALS	CONCEPTS	VOCABULARY
III. Autumn	To establish an awareness of seasonal changes; to develop an appreciation of nature.		
		Things change with the seasons.	green
		We come to school.	red
		Leaves change color.	yellow
		Leaves fall down.	brown
		We wear warm clothes.	orange
		Halloween comes.	(a) tree
		It gets cold and snow comes pretty soon.	(a) leaf (leaves)
			school
			squirrel
			park
			outside
			(to) come

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY	
IV. Clothes (When teaching the concept clothes come in different sizes, it is a good time for initial exposure to the concept too big and too small.)	To reinforce self identification; to define the function of clothing.	People wear clothes. Clothes have names. Boys wear different clothes than girls. Daddy wears different clothes than Mommy. Clothes come in different sizes. We buy clothes in a store.	shoes (a) shirt boots mittens (a) sweater (a) cap (hat) (a) coat pants (a) dress (a) jacket store clothes big little (small)	blue green yellow red brown purple orange white black

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
V. Halloween (Review body parts, colors and sizes. Prepare for "Trick or Treat" by reviewing safety rules for walks. Contrast pumpkin and jack-o-lantern.)	To create a festive atmosphere for this holiday.	Halloween is a special day. We make a jack-o-lantern. We wear costumes. We have a party.	(a) pumpkin (a) black cat jack-o-lantern (Incidental) ghost witch bag candy orange black (to) cut

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
VI. Food	To establish a positive attitude toward food; to understand the difference between solids and liquids.		
		We eat food.	milk
		We drink liquids.	coffee
		Food is good.	water
		We buy food at the grocery store.	pop
			pie
			crackers
			(a) cookie
			(an) apple
			ice cream
			(some) bread
			(some) cake
			(some) soup
			(some) candy
			(a) sandwich
			(a) store
			(to) eat
			(to) drink

UNIT		UNIT GOALS	CONCEPTS	VOCABULARY	
VII.	Thanksgiving (The special emphasis is on manners and helping. Do some initial classification of food, dishes and furniture by setting the table. Incidental teaching of in and on should be done.)	To develop the attitude of thankfulness; to create in the child an awareness of being a participating member of his family.	Thanksgiving is a holiday. We have a special dinner on Thanksgiving. We learn about being thankful. We use good manners. We work together.	in on turkey pie Thank you. No, thank you. Please. (a) spoon (a) fork (a) knife (a) glass (a) plate (a) cup	(a) table (a) chair (to) wash dishes (to) eat (to) drink

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
VIII. Christmas* (Decorate a tree. Make Christmas cookies or candy. Have art activities symbolic of Christmas. Visit a toy department to learn about different toys.)	To expose children to holiday activities that center on school, home and child; to expose the child to the various aspects of toys; to understand that this holiday is a time for giving.	Toys are fun to play with. Toys can be used in many ways, i.e., some toys are pushed, some toys go by themselves, some toys are for riding. There are symbols associated with the holidays and their customs.	Christmas Santa Santa Claus tree star candy cane stocking cookie (a) toy toys (an) airplane (a) teddy bear (a) drum (a) top

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[*] Be aware of other special holidays, e.g , Hanukkah.

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
			(a) horn
			(a) doll
			(a) sled
			(a) truck
			(a) train
			blocks
			(a) wagon
			etc.
			(to) give
			(to) play with
			(to) make

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
IX. Winter (Compare clothes worn inside and outside as review of clothing and further classification.)	To establish awareness of seasonal change and how these changes affect our lives.	Weather changes. We wear special clothes for winter. We play in the snow. There are safety rules for winter.	sled snow ice (a) snowball snowflake (a) snowman cold wet dry (to) make

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
X. Valentine's Day (Review: Children's names, food, manners.)	To create a festive atmosphere; to foster the attitudes of sharing and giving.	Valentine's Day is a special day. We make valentines. Symbols of Valentine's Day are hearts, cupids and the colors red and white.	red white (to) give (to) make (to) open (to) love heart (a) card (a) friend

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
XI. Circus (Review: Food vocabulary, happy and sad (clown), big and little, colors (incidental teaching of pink and gray).	To build background for greater appreciation of the circus.	A circus is a special show. We see many animal acts at the circus. There are clowns, acrobats and animal trainers. We can buy balloons, ice cream, popcorn, peanuts, pop, and candy. Animals have names.	(a) clown elephant (a) monkey (a) lion (a) tiger (a) balloon (a) dog (a) horse (a) bear popcorn candy **happy** sad funny

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
XII. Farm Animals (Review parts of the body.)	To develop the understanding that animals are living things.		
		Some animals live on the farm.	(a) cow
		Animals have babies.	(a) horse
		Animals have names.	(a) cat
		Animals have body parts.	(a) dog
		Animals eat and drink.	(a) pig
			(a) turkey
			(a) sheep
			(a) duck
			(a) chicken
			(a) barn
			(a) goat
			hay
			corn
			(to) ride

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
XIII. Spring (Review clothes and safety rules for walks. Teach outdoor games. Review colors and numbers when dying eggs.)	To establish an awareness of seasonal change.		
		Things change with the seasons.	(a) bird
		Easter is a special holiday.	(some) flowers
		The Easter rabbit (bunny) comes.	rain
		We dye eggs.	(a) raincoat
		We wear new spring clothes.	grass
		It gets warm.	seeds
		It rains.	eggs
		We wear raincoats.	the sun
		Birds build nests.	kites
		We play outside.	(a) nest
		We play special games.	(Easter) basket
		We plant seeds.	(Easter) egg
		Flowers bloom and grass grows.	(Easter) rabbit (bunny)
			(to) wear
			(to) color
			(to) plant
			(to) fly
			(to) dig

NIT	UNIT GOALS	CONCEPTS	VOCABULARY
IV. Zoo	To appreciate the zoo as one of the many homes for animals.		
		We see animals at the zoo.	elephant
		Some animals are in cages.	(a) monkey
			(a) lion
			(a) tiger
			(a) seal
			(a) bear
			birds
			(a) turtle
			(a) fish
			(a) cage

Vocabulary

Nursery Level

Goals: To develop exact lipreading skills; to encourage exact spontaneous speech rather than imitative speech; to increase listening skills.

The following list forms the minimum lipreading, speech and listening vocabulary for this level:

I. Nouns

  A. People

    1. Family

      a. mama
      b. daddy
      c. siblings' names

    2. Others

      a. teacher's name
      b. teacher
      c. (a) clown
      d. (a) girl
      e. (a) boy
      f. (a) baby
      g. Santa
      h. classmates' names
      i. children

  B. Toys

    1. (a) car
    2. airplane
    3. (a) ball
    4. (a) boat
    5. (a) balloon
    6. (a) (teddy) bear
    7. (a) top
    8. (a) doll
    9. (a) sled
    10. (a) bike
    11. (a) drum
    12. (a) bell
    13. (a) wagon
    14. (a) train
    15. blocks
    16. (a) truck

Vocabulary
Nursery Level

C. Animals

1. (a) bird
2. (a) dog
3. (a) cow
4. (a) turkey
5. (a) horse
6. (a) cat
7. (a) duck
8. elephant
9. (a) monkey
10. (a) lion
11. (a) fish
12. (a) sheep
13. (a) turtle
14. (a) rabbit (bunny)
15. (a) squirrel
16. (a) tiger
17. (a) bear
18. (a) chicken
19. (a) goat

D. Food

1. (some) pie
2. (a) cookie
3. (some) cookies
4. (some) milk
5. apple
6. (some) ice cream
7. (some) bread
8. cake
9. (some) soup
10. (some) candy
11. turkey
12. an egg
13. pop
14. water
15. (a) sandwich
16. (a) cracker
17. popcorn

E. Parts of the Body

1. (a) thumb
2. (a) mouth
3. fingers
4. eyes
5. hair
6. nose
7. teeth
8. ears
9. hands
10. feet

Vocabulary
Nursery Level

F. Objects in the Environment

1. (a) comb
2. (a) leaf
3. (a) book
4. (a) toothbrush
5. (a) bus
6. (a) fork
7. (some) water
8. (some) flowers
9. line
10. home
11. bathroom
12. (a) chair
13. (a) table
14. rain
15. snow [(a) snowman--(a) snowball]
16. (a) towel
17. (a) tree
18. (a) spoon
19. (a) knife
20. (a) plate
21. (a) cup
22. (a) basket
23. grass
24. soap
25. Street
26. fire
27. (a) bus (cab)
28. (a) car
29. (a) truck
30. ice
31. snowflake
32. (a) barn
33. hay
34. seeds
35. nest
36. cage
37. (a) bag

G. Clothing

1. (a) coat
2. (a) dress
3. (some) boots
4. (a) cap [(a) hat]
5. (some) pants
6. (some) shoes
7. mittens
8. (a) shirt
9. (a) sweater
10. (a) jacket
11. (a) hat
12. clothes

H. Places

1. home
2. park
3. school
4. store
5. outside

I. Seasonal Items

1. (a) pumpkin, (a) ghost, (a) witch, (a) black cat
2. (a) (Christmas) tree
3. the Easter rabbit (bunny)
4. heart, card

II. Verbs

Command

1. (to) run
2. (to) jump
3. (to) fall down
4. (to) clap
5. (to) make
6. (to) wash _____
7. (to) cry
8. (to) shut
9. (to) march
10. (to) laugh
11. (to) throw
12. (to) sit down
13. (to) open
14. (to) smile
15. (to) stand up
16. (to) play with
17. (to) give
18. (to) spill
19. (to) drop
20. (to) see
21. (to) play
22. (to) push
23. (to) look
24. (to) come
25. (to) cut
26. (to) eat
27. (to) drink
28. (to) make
29. (to) love
30. (to) ride
31. (to) color
32. (to) plant
33. (to) fly
34. (to) dig

III. Adjectives

   A. Numbers 1-5

   B. Colors

      1. blue
      2. yellow
      3. red
      4. brown
      5. purple
      6. green
      7. orange
      8. white
      9. black

   C. Descriptive Adjectives

      1. sick - well
      2. old - new
      3. sad - happy - mad
      4. cold - hot
      5. dirty
      6. funny
      7. wet - dry

   D. Size

      1. big
      2. little (small)
      3. long

IV. Pronouns

      1. I
      2. you
      3. we
      4. our
      5. me

V. Prepositions

1. on
2. in
3. under

VI. Adverbs

1. too

VII. Conjunctions

1. and

VIII. Time Words

1. today
2. tomorrow
3. yesterday

IX. Questions

1. What's your name?

X. Expressions

1. Please.
2. Thank you.
3. No, thank you.

Social Studies - Science Units

Kindergarten Level

At the beginning of the school year special letters should be sent home requiring:

1. pictures of members of the family including grandparents and pets;
2. a list of the child's household tasks for which he is responsible;
3. a description of the family dwelling (single dwelling, apartment, trailer, etc.);
4. a list of family activities and hobbies;
5. a list of the child's special interests or hobbies;
6. pictures of the child's neighborhood friends.

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
I. School	To promote self reliance, self confidence, and develop an attitude of responsibility to the school and classmates; to develop a good attitude toward rules.		
A. Self and Others		I have a name.	Children's names
		All people have names.	Child's surname
		I am a ____ (boy, girl).	Teacher's name
		(child) is a ____.	Teacher Aide's name
		Miss ____ is a woman.	Principal's name
		Mr. ____ is a man.	(a) school
		I go to school.	(a) man
		I work and play with others.	(a) woman
		Adults help me at school.	(to) push
			(to) pull

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
B. Safety at School (Emphasis is on safety in the school but review the nursery level units "Safety on the Bus" and "Safety on walks".)		We have rules for safety. We have rules for working together at school. We have rules for playing together at school. We know what to do in a fire drill or civil defense drill.	(the) gym (the) hall outside (the) lunchroom naughty It's my turn. It's _____ 's turn. I'm first. _____ is last. I'm last. I'm sorry.

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
C. C. Activities at School		We develop many skills at school:	(a) scissors
		We cut.	paste
		We paste.	paper
		We color.	(a) pencil
		We draw.	colors
		We read.	paints
		We count.	(a) book
		We take pride in our work.	(the) flag
		We finish our work.	I love the flag.
		We are proud of our flag and country.	It is red, white and blue.
			(to) cut
			(to) paste
			(to) draw
			(to) color
			(to) read
			(to) paint

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
II. The Family (Be sure you are aware of family status, life style, racial and cultural background before developing the unit. Send a special letter home to emphasize and encourage the importance of including the child in routine household tasks. Suggested Activities: Make individual bulletin boards with child's own family, house, etc; have a "family day" and invite parents and siblings; have a pet day, go to the pet store to buy a pet for the	To develop a positive image of ones self and his family; to develop an attitude of responsibility toward one's family and its activities.		

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
classroom; play house, play dress-up; role play on parents jobs at home.			
A. Family Members		I belong to a family. Families are not all alike. Each member of my family has a name. I love (members of family). Some animals are pets. My pet(s) has a name. I like (pet).	Names of family members Pet (Kind of pet: dog, cat, turtle) Pet's name Grandma Grandpa sister brother (to) love (to) like (to) kiss
B. Family Responsibilities		Each member of the family has special responsibilities. I help set the table. pick up toys. wash the car.	I help Mother. I help Father.

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
C. Family Activities		We do things together as a family.	I work. I play.
		We work together.	
		We go to the store.	
		We play together.	
		We go to the park.	

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
III. Home (Rooms that will be taught at this level are bathroom, kitchen, livingroom and bedroom.)	To become familiar with the surroundings in the home; to know the specific functions of each room and the appropriate furniture for that room.		
		My home has many rooms.	(a) bed (a) toilet
		Every room has a function.	(a) table (a) pan
		Every room has its basic furniture.	(a) chair (a) bowl
			(a) t.v.
			(a) rug
			(a) stove
			(a) bathtub
			(a) sink
			(a) sofa
			(the) window
			(the) door
			(a) bedroom
			(the) bathroom
			(to) put ___ (in, on, under)

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
IV. Fall (Suggested Activities: Go on a nature walk; observe squirrels and ducks in their natural habitat; rake leaves, have a weiner roast.)	To become aware of the seasonal effects on plants and animals.	Leaves change color. Leaves fall off the trees. Birds migrate south. Squirrels gather food. Animals hibernate. We dress for the season. Father goes hunting. Football is played in the Fall. Halloween comes.	(a) squirrel (a) duck (a) deer (a) bear (a) turtle (a) lake (a) football (a) gun (to) fly (to) sleep (so) kick (to) throw (to) catch (to) go Review the colors and clothes learned at the Nursery Level.

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
V. Halloween (Suggested Activities: Review safety rules for Halloween; have a parade; describe costumes in relation to size, color, funny, etc.)	To prepare the children for a happy and safe Halloween.	We play special games. (Bob for apples, pin the tail on the cat.) There are special symbols of Halloween. (Jack-o-lantern, ghost, black cat, witch.) We wear costumes and masks on Halloween.	looks like a ____ (a) Jack-o-lantern (a) ghost (a) witch apple (to) bite (to) eat (to) cut out (to) put on (to) buy I will be ____. What:

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
VI. Food -- Thanksgiving (Send a special letter home about this unit. It seems very appropriate for the parents to do the majority of teaching of basic food vocabulary. The letter will include the entire unit plan.)	To establish good eating habits; to promote good table manners; to know the names of basic foods.	Food is good for us. Food helps us to grow tall and strong. Foods have names. We buy food at the store. We should use good manners when we eat.	(a) turkey (a) hot dog (a) hamburger bacon creal (a) cupcake jello salad sugar salt pepper corn (to) eat (to) want Please pass _____. May I have _____.

NIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
			peas
			carrots
			(a) banna
			coffee
			cocoa
			(a) cracker
			potatoes
			bread
			jelly
			butter
			peanut butter
			popcorn
			Thank you.
			No, thank you.
			I'm hungry.
			I'm thirsty.
			Review: Dishes

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
VII. Christmas (Suggested Activities: Shop for a tree and ornaments; decorate the class; have a Christmas play; make and wrap a present for members of the family.)	To teach the stories and songs associated with the season; to expand the child's awareness of Christmas.	There are special Christmas songs and stories. Santa comes at Christmas. There are special decorations. This is a time people do things for others.	(a) star an angel (a) present (a) bell bells (a) candle (a) reindeer (a) sleigh (a) candy cane (a) bow Christmas jingle (a) stocking night (to) give (to) bake (to) buy

NIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
			(to) turn on ____
			(to) take
			(to) sing
			(to) get

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
VIII. Winter	To establish an awareness of how winter affects the lives of birds and animals.	Some animals are hibernating. Some birds stay all winter. We should feed the winter birds and animals. Animals and birds make tracks in the snow. Weather affects living things.	peanut butter bread seeds feeder tracks ice winter (to) help

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
IX. Friends (A way to develop this unit could be a chart story about what a friend is, the qualities that make each child a friend. Refer to chart story in Language Curriculum.)	Develop respect and understanding and appreciation of children and adults who are "friends"; to encourage behavior that will develop friendship.	We have fun with our friends. We are kind to our friends. We share with our friends. We help our friends. We can have many different kinds of friends. Pets and animals can be friends.	friend kind happy Valentine (to) love (to) like (to) help (to) give

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
X. Circus (Write charts of description of animals and circus performers; have a parade.)	To develop an understanding of circus life.	Circus animals need special care. Circus animals work. Circus people have special jobs. The people and animals of the circus have a parade. There are many kinds of animals at the circus.	(a) parade short fat thin tall Review: big little sad happy funny

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
XI. Pets (A room pet may be kept to teach care and treatment of animals; make a notebook of pets; use Animal Rescue as resource.)	To develop the understanding that pets need care and love.	There are many kinds of pets. We must be kind to our pets. We must take care of our pets. Pets can get sick.	(a) pet (a) puppy (a) kitten (a) hamster (a) dish _____ food _____ house (to) wash (to) brush

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
XII. Easter (Make Easter hats and bunny ears; have an Easter parade, egg hunt and dye eggs.)	To familiarize the children with the special stories and activities related to Easter.	Many families go to church during Easter. Some people buy new clothes for Easter and spring. We dye Easter eggs. We learn new poems, songs and stories.	socks (a) hat church (a) suit (a) belt (a) tie gym shoes grass (to) find (to) wear Review: colors and numbers

NIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
XIII. Spring	To develop an awareness of spring and its effects on all living things.		
		The temperature changes.	(a) jump rope
		It gets warmer.	(a) kite
		It rains.	seeds
		Plants grow.	(to) jump
		Some plants grow from seeds.	(to) dig
		We jump rope, play ball and hop scotch.	

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
XIV. Farm Animals (Visit little farm at a shopping center; get University farm animals brought in to school.)	To develop an awareness of animal life on a farm.	There are certain animals that live on a farm. Some farm animals live in a barn. Farm animals are born in the spring.	(a) sheep - (a) lamb (a) hen - (a) chick (a) cow - (a) calf (a) horse - (a) colt (a) goat - (a) kid (a) pig (a) barn hay

NIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
XV. Summer	To develop an awareness of summer; to develop an understanding of summer as a time for outdoor activities.		
		We go swimming.	shorts
		We go on a picnic.	(a) swim suit
		We wear cool clothes.	kool-aid
		We go barefoot.	(a) swing
			(a) slide
			(a) sandbox
			(a) pail
			(a) shovel
			(to) swim

Vocabulary

Kindergarten Level

The following list will form the basic vocabulary for this level. Review all nursery level vocabulary during the first six weeks.

I. Nouns
  A. People
    1. Family
      a. Grandma
      b. Grandpa
      c. brother
      d. sister
    2. Others
      a. classmates
      b. teacher's names
      c. teacher aide's name
      d. principal
      e. a friend
  B. Toys
    1. (a) jump rope
    2. (a) pail
    3. (a) shovel
    4. (a) sand box
    5. (a) slide
    6. (a) swing
    7. (a) kite

Vocabulary
Kindergarten Level

C. Animals

1. (a) cow
2. (a) calf
3. (a) bee
4. (a) mouse
5. (a) puppy
6. (a) lamb
7. (a) sheep
8. (a) kitten
9. (a) chick
10. (a) hen
11. (a) pig
12. (a) pet
13. (a) hamster
14. (a) horse
15. (a) colt
16. (a) goat
17. (a) kid
18. (a) bear
19. (a)turtle
20. (a) squirrel
21. (a) duck
22. (a) deer

D. Food

1. turkey
2. (a) hot dog
3. (a) hamburger
4. bacon
5. cocoa
6. coffee
7. kool-aid
8. sugar
9. salt
10. pepper
11. (a) carrot (carrots)
12. corn
13. peas
14. potatoes
15. salad
16. jello
17. (a) cupcake
18. peanut butter
19. jelly
20. butter
21. bread
22. (a) cracker
23. creal
24. (a) banna
25. popcorn

Vocabulary
Kindergarten Level

E. Parts of the Body

1. face
2. foot - feet
3. tooth - teeth
4. knee
5. toes
6. leg
7. fingers

F. Objects in the Environment

1. (a) scissors
2. paste
3. paper
4. colors
5. (a) pencil
6. (a) book
7. (a) flag
8. (a) toilet
9. (a) pan
10. (a) bowl
11. (the) window
12. (the) door
13. (a) stove
14. (a) bathtub
15. (a) sink
16. (a) chair
17. (a) sofa
18. (a) bed
19. (a) rug
20. (a) t.v.
21. (a) table
22. seeds
23. feeder
24. tracks
25. ice
26. parade
27. dish
28. _____ house
29. grass
30. hay
31. (a) gun

Vocabulary
Kindergarten Level

G. Clothes

1. (a) hat
2. shorts
3. (a) swim suit
4. (a) belt
5. (a) tie
6. some socks
7. gym shoes
8. (a) jacket
9. (a) suit

H. Places

1. (the) gym
2. (the) hall
3. (the) lunchroom
4. farm
5. our room
6. bathroom
7. bedroom
8. church
9. (a) barn
10. (a) lake

I. Seasonal

1. Halloween
2. Jack-o-lantern
3. ghost
4. witch
5. apple
6. Santa Claus
7. Christmas
8. (a) star
9. (a) present
10. an angel
11. (a) bell
12. (a) candle
13. reindeer
14. (a) sleigh
15. (a) candy cane
16. (a) bow
17. jingle
18. (a) stocking
19. night
20. winter
21. (a) valentine

Vocabulary
Kindergarten Level

II. Verbs

Each child needs to know the following verbs taught at Nursery Level.

(to) run
(to) jump
(to) fall down
(to) clap
(to) make
(to) wash
(to) cry
(to) shut
(to) march
(to) laugh
(to) throw
(to) sit down
(to) open
(to) smile
(to) stand up
(to) play with
(to) give
(to) spill
(to) drop
(to) see
(to) play
(to) push
(to) look
(to) come
(to) cut
(to) eat
(to) drink
(to) make
(to) love
(to) ride
(to) color
(to) plant
(to) fly
(to) dig

New Verbs--Kindergarten Level

1. (to) bake
2. (to) look
3. (to) come
4. (to) eat
5. (to) kiss
6. (to) pull
7. (to) push
8. (to) find
9. (to) dig
10. (to) love
11. (to) like
12. (to) help
13. (to) give
14. (to) brush
15. (to) buy
16. (to) swim
17. (to) put
18. (to) want
19. (to) wash
20. (to) wear
21. (to) jump
22. (to) cut
23. (to) paste
24. (to) draw
25. (to) read
26. (to) count
27. (to) kick
28. (to) throw
29. (to) catch
30. (to) go
31. (to) bite
32. (to) fly
33. (to) sleep
34. (to) cut out
35. (to) put on

Vocabulary
Kindergarten Level

III. Adjectives

A. Numbers 1-10

B. All Colors

C. Descriptive Adjectives

1. hungry
2. thirsty
3. sorry
4. dirty
5. naughty
6. fast
7. slow
8. kind
9. happy
10. short
11. fat
12. thin
13. tall

R

IV. Pronouns

1. I
2. me
3. my
4. you
5. we
6. us

V. Prepositions

VI. Adverbs

1. too

VII. Conjunctions

1. and

Vocabulary
Kindergarten Level

VIII. Time Words

1. days of the week
2. night

IX. Expressions

Review previous level. Use these continually.

Add:

1. Good bye, _____.
2. Come here, _____.
3. Go away, _____.
4. Move over, please, _____.
5. Stop it, _____.
6. Yes, _____.
7. No, _____.
8. May I ____________ ?
   see go have
9. I love (my) _____.
10. Don't cry, _____.
11. Please pass the _____.
12. I'm first.
13. I'm last.
14. It's my turn.
15. Thank you.
16. No, thank you.
17. I'm hungry.
18. I'm thirsty.
19. _____ looks like a _____.
20. (to) turn on

Social Studies-Science Units

Preprimary 1^1 Level

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
I. Self Identification (This is a review unit from nursery-kindergarten. Limit the time spent on it.)	To develop a positive self image; to understand one's own feelings; to express feelings in a socially acceptable way.		
A. Home and Family Suggested Activities (Make a family notebook using the specific concepts listed. Print a simple sentence under each picture.)		I belong to a family. My family lives in a _____. I have _____ brothers and _____ sisters. Father goes to work. Mother has household chores. She washes clothes. She washes dishes. She cleans house. She makes the beds. She sews. etc. I help at home.	clothes dishes brother sister leaves at home (to) wash (to) rake (to) work

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
		I put away my belongings.	
		I help set the table.	
		I help dust the furniture.	
		I help wash the car.	
		I help rake leaves.	
		I go to school.	

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY	
B.	Self	My name is		
	Description	My name is _____ (surname)	head chin	glasses
	Suggested Activities	I am a ________.	neck	hearing aid
	(After these concepts have been established, a simple story describing another child should be written by the children.	I am __________ years old.	Review the following parts of the body from nursery and kindergarten levels:	
		I have _______ eyes.		
		I have _______ hair.		
		I wear clothes.	face	hair
		I wear a hearing aid.	foot - feet	nose
		I wear glasses.	tooth - teeth	hands
		We can do many things.	knee	ears
		Teach these verbs:*	(a) thumb	toes
	Example:	walk	(a) mouth	(a) leg
	John is a boy.	run	arm	(a) finger
	He is seven years old.	jump	eyes	
	He has blue eyes.	clap		
	He has brown hair.	talk	(a) blouse	(a) slip
	He has on blue pants.	listen	(a) skirt	pajamas
	He has on a red shirt.)	see	umbrella	(a) bracelet
		work	gloves	(a) necklace
		play	(a) scarf	(a) ring
		*Include these forms: (to) play ____ play ____ can play ____ plays	(a) raincoat	

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
			Review the following clothing from nursery-kindergarten level: a coat mittens a dress shoes some boots (a)shirt (a)cap (a)sweater some pants (a)hat gym shoes shorts (a)jacket (a)belt socks (a)tie (to) talk (to) listen I can hear it. Review all colors previously taught in nursery-kindergarten level.

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
C. Feelings		I have feelings. Everyone has feelings. There are many kinds of feeling. People show their feelings in different ways. I can be happy. I can be sad. I can be angry. My facial expressions and actions tell others how I feel. I lean how to deal with my feelings.	sad (to) laugh angry (mad) (to) smile happy (to) cry sick sleepy afraid Don't push. Stop. You're welcome. I'm so sorry. Pardon me. I'm sorry. Thank you. Please wait. Ow! That hurts. I'm fine. I'm okay. Don't cry.

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
II. School (The development of many of these goals will take the entire school year. This unit is to provide the framework for your teaching but the intensive, basic teaching will be done at this time.)	To develop good lunchroom manners; to develop good attitudes toward school and to adjust favorably to its routine and activities; to become familiar with the school, the classrooms, materials and supplies; to learn the rules of safety for gym, playground, neighborhood walks, lunchroom and classroom; to become responsible for the care of school property and personal belongings; to increase awareness of others and their feelings; to learn to share in work and play; to identify the gym teacher, nurse, principal and shop teacher.		

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY	
A. My School Room (Make many comparisons: size of classrooms, number of children, ages, etc.)		I go to school. There are many different schoolsrooms. I go to a special classroom. My room has a number. I have a teacher. There are many things in my room. I have my own desk and chair. I wear earphones. I will learn many things.	our room (a)desk (a)chair (a)table (a)blackboard earphones upstairs downstairs (a)sponge kleenex (a)waste basket (a)movie Turn on the light. Turn off the light. Shut the door.	chalk eraser (a)film strip (a)calendar (a)pointer (to) sit down (to) color (to) watch (to) draw (to) write (to) read
B. School Helpers (This is just exposure. More stress will be placed at 1^2 level.)		We have special activities at special times. There are many adults to help us at school.	Names of: classroom teacher teacher aide principal	

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY	
			gym teacher	
			shop teacher	
			nurse	
			gym	office
			shop	library

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
III. Fall	To become familiar with harvesting on the farm; to understand that fall affects animals and their way of living; to appreciate Halloween as a special time for children in the fall.		
A. Fall Changes			
Things		We go on walks in the fall.	seeds
		We see many changes outside.	acorn
		The leaves are many pretty colors.	animals
		The leaves fall off the trees.	(a) squirrel
		Seeds travel.	(a) bear
		Acorns are seeds.	fur
		Squirrels store acorns for food.	(to) fly
		Animals are getting ready for winter.	(to) look for
		Some birds fly South.	
		Animals get warmer and heavier coats of fur.	
		Some animals sleep.	

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
B. Fall on the Farm		The farmer and his family work hard in the fall.	(a) farm (a) farmer (a) farmer's wife
		They dig potatoes.	farm children
		They pick apples and grapes.	hay
		They bring in pumpkins and squash.	corn pumpkins
		Mother cans.	potatoes
		The farmer picks corn.	grapes
		He puts hay in the barn.	(a) tractor
		Farm children go to school.	(a) wagon (a) barn apples (to) pick
C. Halloween (Have a costume parade with children pretending to be what the costume		We wear costumes and masks at Halloween.	(a) mask costumes
		It's fun to pretend!	(a) ghost (a) witch (a)black cat

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
depicts. Stress (to) wear and (to) pretend. Work on descriptions of costumes (lip-reading, charts, etc.). Review safety rules.)			spooky (a) Jack-o-lantern

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
IV. Thanksgiving	To learn the story of the First Thanksgiving; to understand the concept of "long ago".		
A. The First Thanksgiving		The Pilgrims came on a boat. They wore different clothes than we do. They built log houses. The Indians helped them. The Pilgrims were thankful. They walked to church. They had a big Thanksgiving feast and invited the friendly Indians. The Pilgrims hunted, fished and they gathered food. They cooked and ate outside.	church Thanksgiving friends (a) turkey (a) deer (a) fish nuts corn (a) pumpkin

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
B. Thanksgiving Today		We are thankful. We have Thanksgiving dinner with our family. We buy our food at the store. Mother fixes food in the kitchen.	Review appropriate Thanksgiving foods from the nursery and kindergarten levels.

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
V. Christmas	To develop an understanding that the entire community participates in Christmas activities.		
A. Christmas Activities at School		We learn the Christmas Story. We trim the tree. We write a letter to Santa. We make Christmas cards. We make small gifts for Mom or Dad.	Christmas songs (a) camel (a) wreath (a) donkey Merry an angel Christmas! presents holly gifts Christmas bells (a) card (a) star
B. Downtown (An exciting trip: Take the children downtown to visit Santa and eat in a restaurant. Review table manners.)		The stores have Christmas displays. Many people go shopping. We see Santa and his helpers. We use good manners while eating in a restaurant.	downtown

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
VI. Winter (Make a snowfort, snowman, snow angels. Go sliding or ice skating at the park. Check temperature and snowfall.)	To become familiar with various winter sports; to establish a greater awareness of winter and how it affects our activities.	It is cold. It snows. There are many kinds of winter sports. skiing sledding making a snowfort making snow angels skating snowmobiling ice fishing There are rules of safety for winter.	snowflake skates skis (a) snowmobile (an) icicle snow pants Review clothes.

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
		Lincoln was also a president.	
		His birthday is February 12.	
		He lived in a log house.	
		He was very honest.	

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
VII. Special Birthdays	To appreciate and honor the U.S. Flag; to contrast past and present; to become aware of the President as a leader of the country.		
A. The Flag		The flag is very special.	the flag
		We love the flag.	(a) flag
		The flag's colors are red, white, and blue.	stars stripes
		It has stars and stripes.	(to) march
		We salute the flag.	
B. Presidents		We have one President.	birthday
		His name is _____.	(a) log house
		The President loves the flag, too.	
		He has an important job and he works very hard.	
		Long ago, there were presidents.	
		Washington was the first president.	
		His birthday is February 23.	
		He lived on a big farm.	

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
VIII. Senses (This unit is intended to give the children various science experiences geared to the language and interest level of the children. Example: shadows; things float and sink; water freezes and melts; things burn in different ways; objects are heavy and light; air is important; colors (red + blue = purple.)	To develop a keener sense of observation; to understand the various aspects of change.	Matter changes under certain conditions. Weather changes. We can see changes and effects. Water, air, light and heat cause changes. We can cause changes (shades of colors).	Choose vocabulary that is most appropriate and beneficial for the children's learning; do not overburden the child with unnecessary vocabulary for which he is responsible.

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
IX. Spring	To increase awareness of growth and development in human, animals and plants; to develop an understanding of spring on the farm.		
A. Hatching Chicks (A field trip to a farm should be taken. Some of the baby chicks hatched in the room could be taken to the farm to live. Previous arrangements for this trip must be made.)		A baby chick has a mother and a father. A hen lays eggs. Baby chicks hatch from eggs. The eggs are kept warm in an incubator. The chicks peck their way out of the egg. The baby chicks are wet. Soon, they become soft and fluffy. The chicks drink water. They eat oatmeal, eggs and corn meal. They grow. The chick's feathers begin to grow.	(a)hen (a)rooster (a)baby chick warm (a)wing feathers eggs (to) hatch (to) feel (to) grow

UNIT	UNIT GOALS	CONCEPTS	EXPRESSIVE VOCABULARY
X. Summer	To become aware of plant changes; to understand the seasonal changes in clothing and activities in the city and on the farm; to become more familiar with the zoo and its animals.		
A. Plants		Plants change in the summer.	
		Plants mature and bear fruit.	
		The grass is green. It grows tall.	
		Flowers bloom and produce seeds.	
		Trees are plants.	
		Vegetables are plants.	
B. Summer Activities		We wear cool clothes in the summer.	(a) swim suit
		We go on picnics.	(a) picnic
		City children play in parks.	kool-aid
		They swim in swimming pools.	(a) sandwich
		They ride their bikes.	salad
		Country children ride ponies.	ice cream

Vocabulary

Grade 1[1]

The following lists will form the basic vocabulary for this level. Review all nursery and kindergarten level vocabulary during the first six week period. Vocabulary lists are sent home each week for the parents to review and reinforce.

I. Nouns

- A. People at School
    1. Names of "most familiar" teachers
    2. Names of children on child's bus
    3. Name of physical education teacher
    4. Name of integrating teacher
    5. Names of children outside child's own class in whom he is interested
    6. Name of principal of school
    7. Name of teacher's aide
    8. A neighborhood friend
- B. Toys
    1. (a) marble
    2. (a) truck
    3. (a) train
    4. paper dolls
    5. (a) doll house
    6. (a) puzzle
    7. (a) game
    8. (a) coloring book
    9. clay
- C. Animals
    1. animal
    2. feathers
    3. wings
    4. fur
    5. (a) tail
    6. paws

Zoo and Circus Animals

1. (a) snake
2. (a) zebra
3. (a) cage

Farm Animals

1. (a) frog
2. (a) deer
3. (a) bunny
4. (a) squirrel
5. (a) duckling
6. (a) goose
7. (a) rooster

D. Food -- Teach in groups or classes

1. (a) picnic
2. meat
3. chicken
4. fish
5. beef
6. ham
7. (a) sandwich
8. some rice
9. some beans
10. (a) lemon
11. orange
12. some grapes
13. some lemonade
14. (a) coke

E. Parts of the Body

1. Review all previously taught
2. Present the following incidentally through games and activities:
    - a. shoulder
    - b. head
    - c. chin
    - d. neck

F. School and Classroom

1. (a) basket
2. (a) waste basket
3. (a) light
4. (a) movie
5. (a) filmstrip
6. (a) desk
7. (an) eraser
8. (a) pointer
9. chalk
10. (a) blackboard
11. (a) chalk ledge
12. (a) calendar
13. (a) windowsill
14. kleenex
15. (a) sponge
16. (a) can
17. headphones (earphones)
18. (a) flag
19. The Flag
20. (a) slide
21. (a) jungle gym

G. Clothing

1. (a) scarf
2. pajamas
3. (a) blouse
4. (a) skirt
5. (an) umbrella
6. (a) slip
7. gloves
8. snowpants
9. (a) bracelet
10. (a) necklace
11. (a) ring
12. (a) hearing aid

H. Places

1. church
2. office
3. outside
4. Grandma's
5. shop
6. downtown
7. upstairs
8. downstairs
9. away
10. inside

Vocabulary
Grade 1

I. Seasonal Topics -- Present informally through experiences

1. Halloween
    - a. (a) costume
    - b. (a) mask
    - c. spooky
2. Valentine's
    - a. a Valentine box
    - b. (a) heart
3. Easter
    - a. (a) chocolate bunny
    - b. colored eggs
4. Thanksgiving
    - a. Thanksgiving
    - b. friends
    - c. clothes
    - d. (a) log house
5. Winter
    - a. skates
    - b. skis
    - c. (a) snowmobile
    - d. snowflakes
    - e. icicle
6. Christmas
    - a. (a) gift
    - b. Merry Christmas
    - c. (a) song
    - d. lights
    - e. balls
    - f. (a) wreath
    - g. holly
    - h. (a) Christmas card
    - i. (a) letter
    - j. (a) camel
    - k. (a) donkey

7. Summer
    a. (a) fishing pole
    b. (a) hook
    c. (a) worm
8. Birthdays
    a. Happy Birthday
    b. (a) birthday card
    c. (a) birthday cake

J. The Farm

1. (a) farmer
2. (a) farmer's wife
3. farm children
4. (a) wagon
5. (a) tractor
6. (a) barn
7. dirt
8. (a) garden
9. acron

II. Verbs

Each child needs to know the following verbs taught at:

Nursery Level

(to) run
(to) jump
(to) fall down
(to) clap
(to) make
(to) wash
(to) cry
(to) shut
(to) march
(to) laugh
(to) throw
(to) sit down
(to) open
(to) smile
(to) stand up
(to) play with
(to) give
(to) spill
(to) drop
(to) see
(to) play
(to) push
(to) look
(to) come
(to) cut
(to) eat
(to) drink
(to) make
(to) love
(to) ride
(to) color
(to) plant
(to) fly
(to) dig

Vocabulary
Grade 1[1]

Kindergarten Level

(to) bake
(to) look
(to) come
(to) eat
(to) kiss
(to) pull
(to) push
(to) find
(to) dig
(to) love
(to) like
(to) help
(to) give
(to) brush
(to) buy
(to) swim
(to) put
(to) want
(to) wash
(to) wear
(to) jump
(to) cut
(to) paste
(to) draw
(to) read
(to) count
(to) kick
(to) throw
(to) catch
(to) go
(to) bite
(to) fly
(to) sleep
(to) cut out
(to) put on

New Verbs -- Grade 1[1]

1. (to) blow
2. (to) talk
3. (to) break
4. (to) drink
5. (to) throw
6. (to) catch
7. (to) bounce
8. (to) pick
9. (to) paint
10. (to) read
11. (to) listen
12. (to) work
13. (to) rake
14. (to) climb
15. (to) skip
16. (to) slide
17. (to) skate
18. (to) stand (up)
19. (to) want
20. (to) water
21. (to) hatch
22. (to) feed
23. (to) fly
24. (to) comb
25. (to) hit
26. (to) watch

III. Adjectives

Many more adjectives not specified below are presented informally as the situations arise.

1. fine - okay
2. sleepy
3. afraid
4. happy
5. unahappy - sad
6. glad
7. helpful
8. sick
9. ancry - mad
10. rough - sharp - smooth
11. warm

Vocabulary
Grade 1[1]

IV. Pronouns

These are presented formally at this level.

1. he
2. she
3. it
4. they
5. our

V. Prepositions

1. to
2. with
3. over

VI. Adverbs

1. fast
2. slowly

VII. Conjunctions

VIII. Question Forms

1. Who _____?
2. What _____?
3. What color _____?
4. When _____?
5. Whose _____?
6. Where _____?
7. What's your name?
8. Do _____?
9. How are you, _____?
10. How old are you, _____?
11. What did _____ do?
12. What will _____ do?
13. How many _____?
14. Is/are _____?
15. Did _____?
16. What is this?

IX. Time Words

1. yesterday
2. today
3. tomorrow
4. after while

Informally:

1. this morning
2. this afternoon
3. tonight
4. after school
5. after lunch
6. after recess
7. last night

X. Connected Language

A. All weather and calendar work related to news

1. Today is _____.
2. Tomorrow is _____.
3. We will be _____.
   Where:
4. Yesterday was _____.
5. The sun is shining.
6. It is snowing.
7. It is raining.
8. It is very windy.
9. It is cold.
10. It is hot
11. It is foggy.
12. It is cloudy.
13. It is a pretty day.

B. Games

1. "Tag"
2. "Hide and Seek"
3. "Duck, Duck, Gray Duck"
4. "Doggy, Doggy"
5. "Pin the Tail on the Donkey"
6. It is _____ turn.
7. _____ are out (is out).
8. _____ is "it".
9. I'm "it".

C. Nursery Rhymes

Some children will be able to memorize the nursery rhymes--others will need the chart for reinforcement.

1. "Jack and Jill"
2. "Jack Horner"
3. "Little Bo-Peep"
4. "Little Boy Blue"
5. "Ba, Ba Black Sheep"
6. "Hey, Diddle, Diddle"
7. "The Old Woman Who Lived in a Shoe"
8. "Old Mother Hubbard"
9. "Jack, Be Nimble"
10. "Three Little Kittens"
11. "Humpty Dumpty"
12. Seasonal poems

XI. Expressions

1. Hello, _____.
2. Good morning, _____.
3. Good afternoon, _____.
4. Good bye, _____.
5. Thank you, _____.
6. You're welcome. _____.
7. Please, let me see.
8. Oh, come out!
9. I love _____.
10. Ow! That hurts.
11. Happy birthday, _____.
12. May I _____.
    - go
    - see
    - have
13. I want to _____.
    - be
    - have
    - go
    - see
    - give
14. I want to play.
15. I know that.
16. Pardon me, _____.
17. I'm so sorry.
18. Please move.
19. I don't know.
20. I like that.
21. I don't like that.
22. Stop it.
23. Yes, I can hear it.
24. No, I can't hear it.
25. Turn on the light.
26. Turn off the light.
27. Shut the door.

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SEQUENTIAL STAGES
IN THE
DEVELOPMENT OF LANGUAGE
IN THE
HEARING IMPAIRED PREPRIMARY CHILD

Some Considerations in the Development of Language Skills

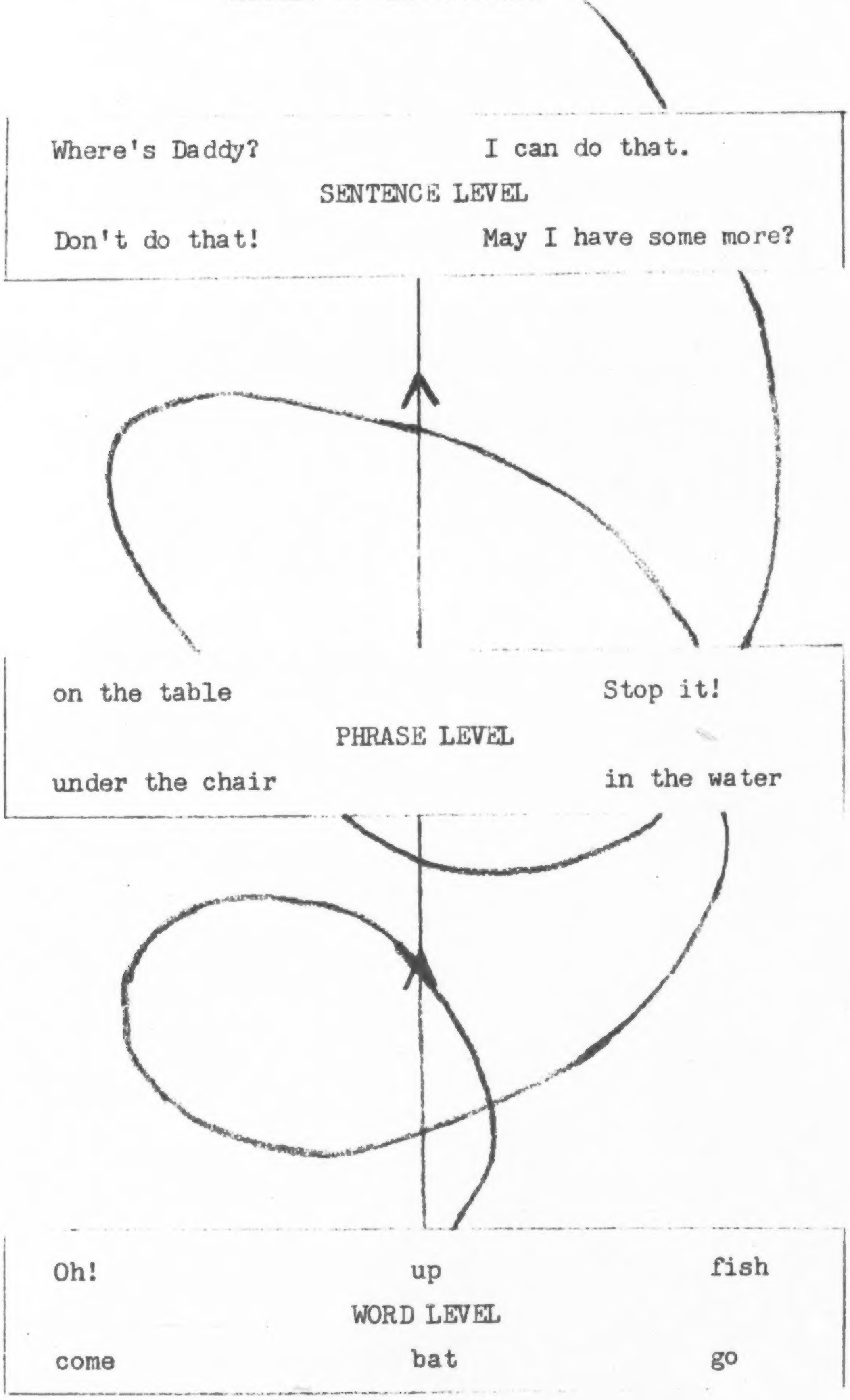
The hearing impaired child requires more intensive and extensive instruction and practice in language than his hearing peers. The major goal for the preprimary program is to help the child gain the confidence and control of language that will give him spontaneous use of language in his world.

1. Teacher creativity and flexibility in teaching is encouraged to make each day an optimal learning experience for each child in the class.
2. The program must provide the kind of experience that will stimulate the use of language. It is our philosophy that children learn by doing.
3. The program must include activities that will provide opportunities for reinforcement of language from previous exposure.
4. The best method for developing good receptive language is by bathing the child in simple, natural language using a multi-sensory approach with a major emphasis on the auditory channel. This would involve stimulating the child with language experiences which are interesting and directed to his understanding level.
5. The language and speech used by the child at these levels may be approximate and is not expected to be precise. Language periods are not formal speech correction periods.
6. The teacher's oral language is a model for the children's language. Therefore, it must be simple enough to understand yet sophisticated enough to broaden the child's language usage and comprehension.
7. The teacher should accompany every activity with appropriate and continuing language that specifically defines the activities. The teacher should encourage spontaneous utterances, words and simple sentences throughout these activities.

8. There is a need to build-in a formal structured foundation of language. This foundation will build confidence in communication, it will help promote language patterns and fluency.

9. There is a need for intensive practice in language each day in both formal and informal settings. A child is expected to use the language he knows at all times. By constant repetition and practice, this language will then become his own.

LEVELS OF EXPECTATION


Where's Daddy?
I can do that.
SENTENCE LEVEL
Don't do that!
May I have some more?
on the table
Stop it!
PHRASE LEVEL
under the chair
in the water
Oh!
up
fish
WORD LEVEL
come
bat
go

In educating the hearing impaired child it is necessary to encourage meaningful responses to the language that he is receiving. These responses cover a wide range of expressive language behavior: from vocal play, to words, to phrases and finally to sentences.

The Objectives of the Language Program for the Nursery Level

A. To develop auditory skills which form the receptive basis for language learning in each child.

B. To involve the child so completely in his activities that natural language becomes meaningful for the child and internalized by him.

C. To encourage spontaneous use of language according to his functional level of expression.

D. To provide for effective home-school communication.

The Objectives of the Language Program for the Kindergarten Level

A. To provide an underlying structure for the learning of language so that the child has a tool for manipulating his world.

B. To encourage the use of language with various levels of expectations: the word level, the phrase level and the sentence level.

C. To understand connected language in news, experience charts and conversations.

D. To provide for effective home-school communication.

Objectives of the Language Program
Preprimary Level 1[1]

These are the main objectives:

Concepts within the Key should be developed gradually and repeatedly.

A. To write short sentences in the correct order using the Key.

1. Who: =

   Tom cried.

2. Who: = What:

   Mommy made cookies.

3. Who: = How many: What:

   Judy has two kittens.

4. Who: = How many: What color: What:

   Jimmy has three blue pencils.

5. Who: = How many: What kind of: What color: What:

   Mary has a pretty red sweater.

6. Who: = ⊓

   Mrs. E. is sick.

7. When: Who: = What:

   Yesterday we made some butter.

8. When: Who: = Where:

   Tomorrow my mom will come to school.

9. Semester II

   The Social Studies Unit develops occupations and community helpers at this time. The language pattern "Who: = predicate adj. ________. (predicate nominative)" may be initiated for this unit.

   My dad is a policeman.

   My mom is a nurse.

B. To use short sentences.

C. To write two or three sentences in sequence with correct punctuation and capitalization.

D. To reproduce two or three sentences from memory.

E. To ask simple questions.

F. Gradual understanding of question forms is developed from the age of 4½-6½. They are presented formally at the 1^1 level. The teacher asks the question:

Who _____?

How many?

What color?

What _____?

Where _____?

When ______?

G. To know singular and plural forms of common nouns taught with appropriate articles.

H. To use naturally the expressions listed in the curriculum.

I. To use the transitive and intransitive verb in the past tense, affirmative, negative and interrogative (exposure to present progressive and future tense of the verb).

To use the following verbs in present tense:

(to) be	(to) want
(to) have	(to) see
(to) like	To have exposure to the verb box.

J. To know all the nominative pronouns (except second person plural).

I, you, he, she, it, we, they

Objectives of the Language Program
Preprimary Level 1[1]

K. To know the objective pronouns.

me, it

L. To know the possessive pronoun my.

M. To know the indirect object us.

N. To use adjectives preceding the noun and as a predicate adjective.

O. To use the conjunction and in a compound subject, verb, object and in short compound sentences.

P. To use time words in conjunction with calendar work, happenings, news and stories and to have an understanding of past, present, and future tenses.

Q. To use the prepositions in, on, under and over in a complete phrase
Who: What:
as a response to the question "Where is ______?"

The Home-School Notebook

The Home-School Notebook serves several purposes:

1. It is a daily two way communication system between home and school.
2. It encourages parental involvement in the child's language.
3. It serves as a record of language oriented activities that are meaningful to the child.
4. It provides the parents with appropriate language to be used as models. It serves as a reinforcer of language.
5. It provides an opportunity for the child to learn responsibility. He must learn to bring his notebook to school everyday and back home each evening.

The Home-School Notebook is a meaningful tool for developing the understanding of the meaning of verbs as action words and the verb tenses, past and future, as well as other language principles.

At the beginning of the year a letter should be sent home to the parents asking for a three-ring loose-leaf notebook.

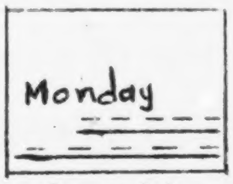
The teacher then dittos a three week supply of sheets (2 for each school day or 30 sheets per child). These sheets are placed in the notebook.

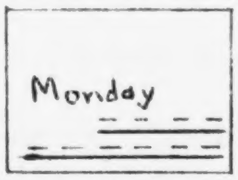
Then another letter should be sent to the parents explaining the purpose of the notebook (see sample letter).

The procedure is:

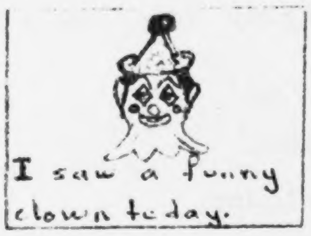
1. The teacher and the children discuss one high interest activity. The child illustrates the activity on the sheet for the day. The child (if capable) or the teacher prints a simple descriptive

sentence. The teacher helps the child say the sentence. Each child has the same sentence for the school activity.





2. The child takes home his own notebook and shows the picture to his parents. He then tells them about the activity of the day.
3. The next step is the parent's responsibility. The parents and the child do an activity. It is illustrated and the parent writes a simple sentence describing the activity. The parent helps the child say this sentence.


I saw a funny clown today.

4. The next morning the child brings his notebook to school. At this time the children tell each other about their home experiences.

This activity is carried out daily throughout the school year. The teacher should encourage the parents to carry on with the notebook through the summer.

The Home-School Notebook

Dear Parents:

I'm writing to ask you for your support in helping make our new project, The Home-School Notebook, a successful one. It is my hope that we can develop new language concepts and vocabulary meaningfullingly through the daily use of a Home-School Notebook.

This could be a family-oriented project. Your child will bring home his notebook daily. He will tell you about the activity of the day (which will be illustrated). Then it will be your turn to do your part of this project. The suggested procedure is:

1. Do a simple everyday experience with your child. Examples:

   wash the car
   cut the lawn
   plant a flower
   rake leaves
   ride a bike
   buy a new toy
   wash dishes
   sweep the floor
   play hopscotch
   play tag

2. Discuss the activity as you do it.
3. Think of one simple sentence that clearly defines what you and your child have done together. Then say it three or four times to your child while he is listening. Examples:

Nursery	Kindergarten
I hurt my arm.	I heard an airplane.
I saw a red bird.	I got a new red toothbrush.
I helped Daddy.	I fell off my bike. Ow!

Grade 1[1]

Mom and I planted seeds in the dirt.
Dad and I washed our new car.
My family went to the airport.

4. After your child listens to you, have him try to imitate the sentence several times.
5. Then print the sentence for your child, using capital and small letters wherever needed.
6. Read the sentence and then have your child say it back.
7. Have your child say the sentence with good recall.
8. Let him draw a picture. Be sure he has included all the necessary actions and people to accurately illustrate the sentence. You should help your child with this.
9. Have him show the picture to another member of the family so he can repeat the sentence once more with good recall.

This procedure should take no more than ten minutes once the activity is completed. Please don't go to a lot of fuss! Take a simple action and give your child the language that he needs to talk about it. I realize that you are very busy. Perhaps a brother or sister could help out now and then.

Please help your child remember to take his notebook to school each day. Thank you for your cooperation.

Sincerely,

Formal Language Development
Nursery - Kindergarten

Focus: Incidental teaching, informal teaching and mere exposure of vocabulary and concepts at this level is not sufficient. The child must be held responsible for using the vocabulary and concepts meaningfully and consistently.

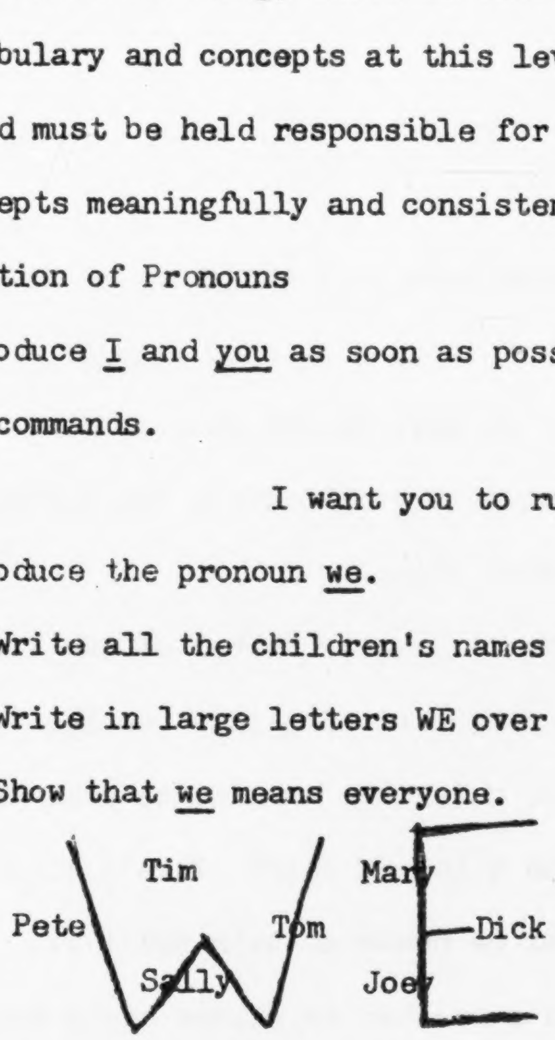
I. Introduction of Pronouns

A. Introduce I and you as soon as possible in news, lipreading games and commands.

I want you to run.

B. Introduce the pronoun we.

1. Write all the children's names in the blank.
2. Write in large letters WE over all the names.
3. Show that we means everyone.



C. Introduce the pronoun us.

Present this pronoun in the same way as the pronoun we.

II. Introduction of Verbs: Action Work, Commands

A. Introduce the infinitive form: (to) ____ incidentally.

B. Past tense is used after the command is performed by the child.

Teacher: "I want you to run."

Child runs. (Completes the action.)

Teacher: "What did you do?"

Child: "I ran."

Teacher: "Yes, you ran."

C. Other verb form: can ____

(verb)

In unit on self identification, use the expression "I can ____".

D. Vocabulary

Focus: The following common verbs are used throughout the day so that the child understands the action related to the verb. Those verbs that are starred should be taught and learned first so that the child can express his needs and wants.

*(to) run
(to) clap my hands
(to) wash my hands
(to) throw
(to) cough
(to) cry

(to) sit down
*(to) fall down
(to) march
(to) open
(to) shut
(to) laugh
(to) spill

*drop
pick up
*have
*see
*want
turn around
stand
drink
pop

III. Fitzgerald Key Work

Focus: Consistent teaching, lots of contact with the concept of Who: and simple activities will develop the child's understanding. This does take considerable time, however.

A. Developing the child's understanding of the concept Who:. (Semester I)

Sequence of Development

1. Use real people at first. Have them stand under the word Who:.

2. Have pictures of people placed under the word Who:.

3. Use pictures of familiar people with the words.

Tom

Mary

4. Use names of familiar people without pictures.

Mary
John
my mother
my father

Activities

1. Give a name tag to each child in the class.
2. Develop a Who: chart slowly.
3. Transfer the children's names to the chart.
4. Stand in a large box.

   Teacher: "Who is in the box?"

   Child: "Mary."
5. Using news.

   ____ has a new brown puppy.
   Who:
6. Family pictures.

   This activity relates meaningfully to Social Studies unit at this level.
7. Descriptions of the children.

   ____ has glasses.
   Who:

   ____ has long brown hair.
   Who:

8. Classroom jobs.

_____ passes the milk.
Who:

_____ opens the door.
Who:

_____ holds the flag.
Who:

_____ gets the colors.
Who:

_____ passes the scissors.
Who:

B. Developing the child's understanding of the concept of What: (Semester II)

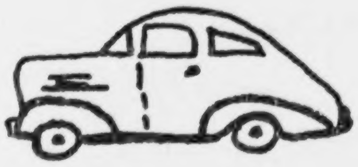
Focus: Provide lots of contact with the concepts of inanimate things and animals under What:. Be aware that the child is still developing the distinction between inanimate and animate objects on a conceptual level. All children experience this confusion. See Piaget The Child's Conception of the World.

1. Use real objects at first. Have children place them under the word What: on the blackboard. Show that inanimate things have no eyes, nose, mouth, etc. Do not use animals at firts.
2. Have picture of inanimate objects placed under What: written on the blackboard. What:

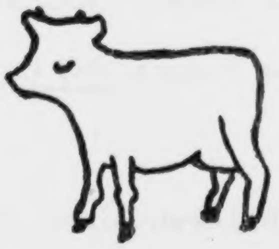
Develop a What: chart.

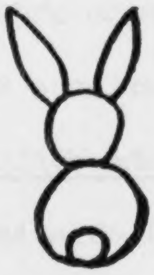
3. Use pictures of inanimate objects with their names.

car

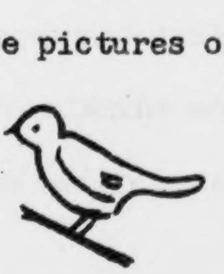


4. For this activity begin by having the children bring their pets to school. Then go to pictures of their pets. Later on add names of animals to the What: chart. Show that they belong under the word What: because
   a. animals have four feet;
   b. animals are covered with fur or hair;
   c. birds have wings;
   d. birds are covered with feathers;
   e. birds and animals have tails.
5. Show that the pictures of animals are What: words.

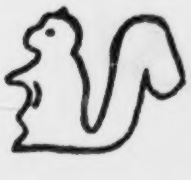




6. Use pictures of animals with their names.



bird



squirrel

7. Use names of animals and inanimate things without pictures.

   ball
   top
   car
   bird
   cow

To be consistent with the development of the Fitzgerald Key as presented in Steps in Language Development for the Deaf, do not use the articles a, an or the on these charts.

IV. Developing News

Focus: News is done on a daily basis. News should be interesting to the children, concerning the children and meaningful to them. This is a major activity of the curriculum.

News involves:

1. discussion and the development of ideas;
2. beginning key and question work;
3. reading readiness activities;
4. speech reading;
5. auditory training.

A. Procedure for developing news

Focus: Calendar work is also done daily.

1. Calendar work
   a. Develop the first sentence by discussing and referring to the classroom calendar.

b. Discuss:

Yesterday was _____.

Tomorrow is _____.

We will be ______.
Where:

Today is _____.

c. Write:

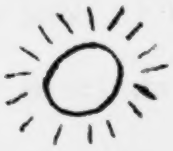
"Today is Tuesday" on the blackboard or chart.

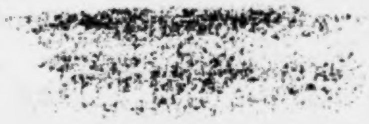
2. Weather work

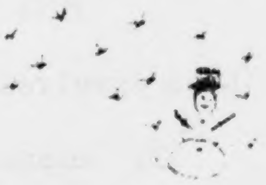
a. Refer to the weather chart. Have the children look out the window and discuss the weather through questions. Put the weather symbol on the calendar each day.

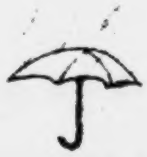
Examples:

The sun is shining.
It's raining.
It's snowing.
It's cloudy.









*Color areas on calendar gray.
A cloudy day is overcast.

b. Refer to a thermometer

(1) Discuss the temperature through questions.

(2) Illustrate gross differences of cold and hot with the thermometer.

(3) Suggested teaching aid: Wendy, the Weather Girl.

3. News

a. Children's News

Topics should be interesting and of common experience for all the children. The teacher also writes meaningful news on the blackboard using simple language and simple illustrations.

b. Teacher's News

I have a new car.

Let's go outside. You can see it.

c. Using the Key: Who:, What: and the verb should be marked in the news. The verb symbol is used at this level for exposure only. (See addendum)

Procedure: Underline the Who: phrase (Semester I) and What: phrase (Semester II). Take one idea at a time. Discuss it with the children. Using small printing, write under the line Who: and What:.

Example:

Tim has a new cap.
Who: What:

Use the Fitzgerald Key symbol for a verb (=) and place it under the berb. The symbol is small (=), not large (═). Do not underline the verb. Limit the use of the Key to the children's news. The sentences in the news are simple and are within the children's expressive langage level. The experience chart has many new ideas, natural language, new vocabulary and expanded language and would not be appropriate for Key work.

d. Examples

(1) Use of the Key

Sample news developed on the blackboard:

Today is Friday.

The sun is shining.

Wanda has a new dress.
Who: = What:

(2) Simple question forms

A boy has a band-aid on his knee. The teacher asks what happened and the child formulates the sentence "I fell down". Accept a speech approximation. The teacher discusses this idea with the class and writes on the blackboard:

_____ fell_down.
Who: =

Teacher then asks the children the question: "Who fell down?" Teacher asks each child: "Did you fall down?" Children know and understand, after discussion, that Tim fell down.

Tim fell_down.
Who: =

(3) Expanding concepts

A girl shows that she has new shoes. Teacher talks about the shoes: "What color are you shoes? (black) They are so pretty! Look how shiny they are! And they're brand new!" Here the teacher contrasts new and old. "Sally has black shoes, too. But Sally's shoes are old. They are not new. Betty has new black shoes."

$\underset{\text{Who:}}{\underline{\hspace{3em}}}$ has new black shoes.

Follow procedure in section (2) "Simple question forms".

$\underset{\text{Who:}}{\underline{\text{Betty}}}$ $\underset{=}{\text{has}}$ new black shoes.

Mark in Key:

$\underset{\text{Who:}}{\underline{\text{Betty}}}$ $\underset{=}{\text{has}}$ new black shoes.

$\underset{\text{Who:}}{\underline{\text{Betty}}}$ $\underset{=}{\text{has}}$ $\underset{\text{What:}}{\underline{\text{new black shoes}}}$.

Be aware and considerate of children's feelings, expecially when referring to the child's appearance, possessions and clothing.

e. Reinforcing language and reading readiness procedures related to news (kindergarten level)

(1) Teacher reads and points to each sentence of the news. Point out that sentences have varying lengths.

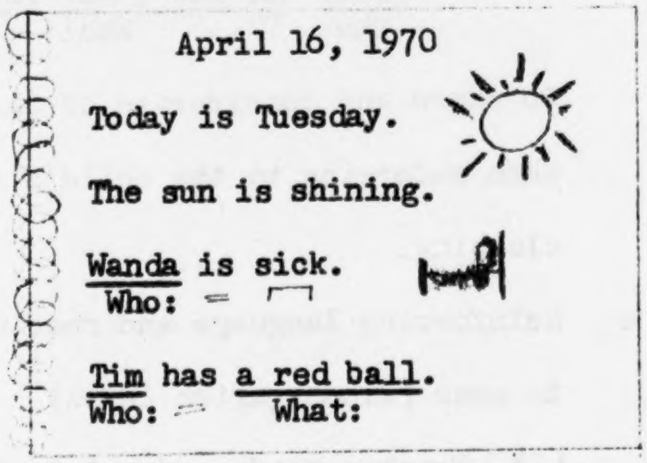
(2) Teacher says a sentence and the child points to the whole sentence as it is written on the blackboard. Teacher does this with each sentence that is written on the board.

(3) Later on teacher says a phrase. Teacher says, "Show me where it says 'new black shoes'." "Who can find the phrase 'a new cap'?" "Where is 'a yellow coat'?" Child finds only the phrase. Child uses pointer and proceeds from $\underrightarrow{\text{left to right}}$.

f. Auditory training procedures will follow the general outline described for listening and reading readiness procedures.

g. Follow up activities for news

  (1) The teacher may wish to record the news each day in a small book that is kept on a library table. The teacher would make an exact copy of the news as it is written on the blackboard. She might wish to use the date for her own reference.



April 16, 1970

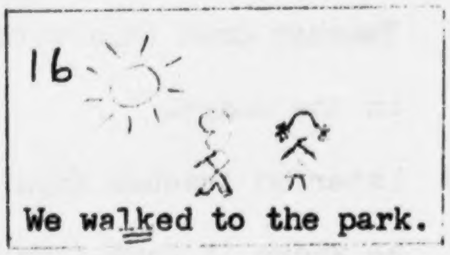
Today is Tuesday.

The sun is shining.

Wanda is sick.
Who: = ⌐

Tim has a red ball.
Who: — What:

  (2) The teacher also writes meaningful news on the calendar using simple language and simple illustrations.



16

We walked to the park.

At this level the symbols for verb (=) and predicate adjective (⌐) are used for exposure.

V. Relating Language and Speech in Individual Speech Periods

Focus: The speech period should be an enjoyable time where one reinforces new vocabulary and language patterns.

A. Direct Objects

1. I have __________.
with object

Objects: bat
ball
car

Flash Card

I have ________.
What:

Ask the question: "What do you have?" Child gives answer: "I have a ball." Later, the teacher choses an object. Child asks the question: "What do you have?" Teacher answers: "I have a car."

2. I see _____. (have objects)

Teacher asks: "What do you see?" Child answers with the help of flash cards.

I see ________.
What:

Child asks question. Teacher responds.

3. I want ________.

Teacher asks "What do you want?" Child answers.

I want ________.
What:

Child asks question. Teacher responds.

B. Subject-Verb-Direct Object with Major Emphasis on Pronoun

____________ ____________ ____________
Who: = What:

The questions: What do you have?; What do you see?; What do you want? are used. The child is to respond with the correct pronoun and verb without the use of the flash card.

Sample News Work

Focus: This is a guideline for approximating the language of each level. It also demonstrates how one single experience can be developed and extended at each level.

Children's News

Nursery

Tuesday

News

Brian has a brown puppy.
Who: What:

The puppy came to school.

The puppy ran and played.

Kindergarten

Tuesday

News

Brian has a little brown and white dog.
Who: What:

Brian brought the puppy to school.
Who: What:

We played with the puppy.

Grade 1^1

Tuesday

News

Brian got a cute little dog Saturday morning for his birthday.

He named him Taffy.

He gave him a bath in a big tub.

The puppy splashed Brian.

Brian laughed to himself.

Teacher's News

Focus: The language of the teacher's news should be slightly above the expressive level of the children but within their comprehension level. Each concept should be explained and discussed thoroughly.

Nursery

My News

I have a new blue car today.

We will go outside.

We will see my car.

Kindergarten

My News

I'm so happy!

I have a new blue car.
Who: = What:

I want you to see my car.

Let's go outside.

Grade 1[1]

Tuesday, March 16

My News

I'm so excited!

I have a brand new blue Ford.
Who:

It has air conditioning.

I want you to see it.

Let's walk outside.

I think you're going to like it.

I do!
Who:

VI. Language Related Experiences--"Learning By Doing"

The teacher plans simple experiences to support the social studies curriculum and to expand the children's language. The time spent on each experience will depend on the objectives the teacher has established for that experience.

A. Preparation for the Experience

Discussion should precede any structured experience. Pictures, teacher illustrations and various visual aides (film strips, movies) should be used well in advance. The topic sentence should be written in the Key before the experience is presented. The future tense is used.

Example:

We will make a jack-o-lantern.
Who: = What:

B. The Experience Itself

During this time every opportunity should be used to expand language concepts and usage.

Example:

cut out -- a new phrase and new idea

Let each child help cut out the eyes, nose and mouth. Repeat the phrase many, many times using full sentences.

Oral discussion:

Tim cut out the nose.

Wanda cut out the eyes.

Who wants to cut out the mouth?

Shall we make some ears?

How do you think the pumpkin feels?

Is he mad? Is he happy?

Formal Language Development
Nursery-Kindergarten

C. Follow Up

1. Refer to your topic sentence. Show that we finished making the jack-o-lantern. Stress that we made a jack-o-lantern. Change the verb in front of the children. Cross the future tense out with a large X. Add the past form above this. Add a time phrase if possible.

made

We ~~will make~~ a jack-o-lantern yesterday.
Who: What:

2. Write the sentence on the calendar.

28

We made a
jack-o-lantern.

Formal Language Development

Preprimary Level 1[1]

I. Sentences in the Key

At the first grade level, the child will be responsible for the reading and writing of simple sentences. The first exposure to simple sentences will be through the child's news and action work.

A. Who: =

1. The teacher gives the child a command orally.

   I want you to run.

   The teacher shows the command written on a flash card.

   Run.

2. Have the child do the action.

3. Teacher asks "What did Tommy do?" ("What did you do?")
   Child responds "Tommy ran." ("I ran.")
   Teacher asks "Who ran?"
   Child responds "Tommy."

4. Have the child build a sentence orally about himself in the first person.

   "I ran."

5. Place cards in a chart card holder under appropriate Key headings.

6. As soon as the child is able, he should write his own sentence on the blackboard--in the first person.

   Who: =
   I ran.

7. Teacher asks "Who ran?" Another child erases "I" and writes the child's name.

Don't drag out the lesson by insisting on perfect speech. Keep a chart handy for the spelling of names and verbs when the children begin writing on the board. Demonstrate that the action is completed and the verb is past tense.

B. Who: = What:

1. The verb "to have" is best taught during the daily news period using things (of possession) the children bring to school.
2. Build a sentence that tells about the child and his toy in the first person. Later on in the news period the teacher writes the sentence in the third person--at the same time elliciting answers to meaningful questions.

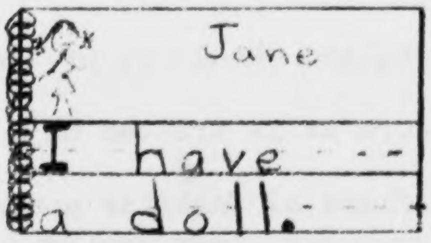
   Who: = What:

   I have a doll.
3. Another child then changes the sentence to the third person.

   Who: = What:

   Jane has a doll.

   A pocket chart with printed cards is used for beginners.
4. Individual news books are also very helpful.



   The child should consult color, clothing and toy charts for spelling help.
5. Questions should be asked orally but they should also be introduced formally on charts. Have the children write one-word answers. Put the name card in the blank.

   What does Jane have? A new dress.

6. For additional reinforcement, use pictures of children who "have" toys, animals, etc. Name the people in the pictures: Tim has a ball. The girl has a book.
   When the children can write, use the blackboard.
7. Continue the basic format for developing other verbs--(to) see, (to) want, (to) make, etc. Note: When teaching the past tense of the verb, be sure the act is completed before changing the card.
8. What: charts use the words that are most needed for reference and spelling.

What:
doll
ball
game
trucks

C. Adjectives

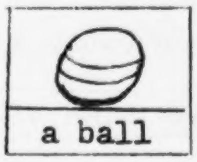
1. To learn the concepts of How many:, What color: and What kind of:, the specific vocabulary should be presented many times and in many contexts before it is written on a chart. These words are then used as modifiers of familiar nouns.

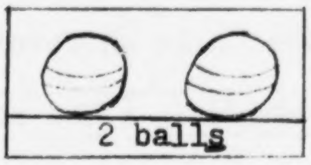
How many:		
1 - one	6 - six	a
2 - two	7 - seven	some
3 - three	8 - eight	many
4 - four	9 - nine	
5 - five	10 - ten	

What color:
red
blue
green
purple
yellow

What kind of:	
big	cute
little	naughty
new	silly
sick	funny
pretty	

As soon as number names are familiar, point out that 2 or more requires that the noun must have an s added in most cases.





Match the words and phrases to the pictures.

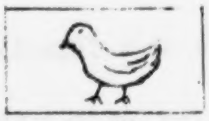
*A separate unit for irregular plurals should be developed when necessary.

leaf	leaves
scarf	scarves
mouse	mice

2. Expand the concept by using illustrations and colors names in phrases.

a red apple

a brown bird



3. Write the Key headings and have the children write sentences using cards with the symbols taped on the blackboard.

Who:	=	How many:	What color:	What:
Joe	has	a	red	apple.
Jon	has	three	yellow	blocks.

Keep the Key as one unit, not interrupted by vertical lines.

Leave the Key up for reference.

4. Use adjectives naturally everyday but have specific lessons on big-little, old-new, happy-sad, etc. Point out adjectives to the child whenever possible (What kind of:).

Who:	=	How many:	What kind of:	What color:	What:
I	want	two	new	red	pencils.

5. Predicate Adjectives

Refer to the Key headings and teach

Who:	=	⊓
Danny	is	sick.
Lee	is	sad.
John	is	silly.

D. ____ and ▽ ____
Who: Who:

Introduce the symbol ▽ for the connective and ▽. It should be pointed out that the function of a connective is to put two things in relationship to each other.

1. Have two children do something together (i.e., run). Ask the question orally, "Who ran?" Point to the two blanks and have a child complete the sentence.

Who: ____ and ▽ ____ Who:	=
Jane and ▽ Dan	ran.

2. Explain that when the first child talks, she gives the other name first. Write the pattern

Who: =

_____ and _I_ ran.

Have both children write the sentence in the appropriate form.

Jane and I ran.

Dan and I ran.

3. Repeat with combinations of two boys; two girls; a girl and a boy.

4. Pronouns can be introduced in this activity--I, she, he, we, you.

You and I ran.

He and I walked.

E. Compound Object

Use basic format and reinforce by using pictures and actual experiences.

Who: = What:

Jane broke a cup and a plate.

F. Compound Predicate

1. Have a child perform two actions.

2. Ask "What did Joey do?" Ellicit a good oral response and have it written on the board.

Who: =

I ran and fell.

G. Compound Modifiers

Show the use of and in calendar work.

It is cold and rainy.

It is dark and dreary.

G. Time Phrases and Prepositions

The concepts of When: and Where: are best developed through experiences. Children become familiar with locations within the school building. Later on charts are developed to point out the following principles. They should be referred to constantly and kept posted in the room at all times. Add to the charts as the concepts are developed.

When:
yesterday
today
tomorrow
after lunch
pretty soon

When:
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

	Where:	
to Grandma's	to the bathroom	home
to gym	to the library	shopping
to school	to the store	outside
to church	to the dentist	downtown

II. Use of Verb Tenses with Time Phrases

The most commonly used tense to meet the children's needs at this level is the past tense or the future.

A. Verb Tense

In teaching verb tense a section of the blackboard should be set aside for the verb box. When a new verb is introduced in news or in an experience story, the teacher should place the infinitive form on the blackboard at the head of the box. She points out, "This is the name of the verb." As the tenses are developed through questions and discussion, the additional forms of the verbs are placed in the box. When the verb box has been completed, this material is transferred to the children's verb books.

Past	Present	Future
	(to) jump	
jumped		will jump
did not jump		
Did ___ jump?		

The past tense, affirmative, negative and interrogative will be taught to the child but exposure to the future tense will be done through stories, daily plans and news.

B. Time Phrases

There is a definite relationship between the verb tense and the time phrase. This is to be pointed out to the children. These phrases should be transferred to a When: chart after you feel confident that the child understands the time concept associated with each word or phrase. Show the relationships as they develop in news, the plan for the day, and pre-planning experiences.

Formal Language Development
Preprimary Level 1[1]

When:

Past	Present	Future
last week		next week

(to) go

Past	Present	Future
__went__		__will go__

C. Supplement

See Home-School Notebook for relevant activities.

Suggested Language Activities

Grade 1^1

The core of language development at this level is (1) news work and (2) experience stories.

- Teacher's News

  This news is a higher language level and can be considered as initial exposure to new language concepts and structures for the children.

- Individual Children's News

  This news is appropriate for the introduction of Key work. Parents are responsible for an explanatory note and props relating to the child's news.

- Group Plans and Experience Stories

  This is probably most valuable for expanding language, discussion and open-ended questions.

Teacher's News - Written on blackboard on specific section

My News

I have a surprise for you.

It is in a bag. I hid it in the room.

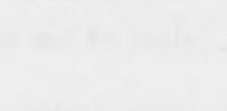
You look for it.

My News

I was late for school today.

My car had a flat tire.

I was upset!



Suggested Language Activities
Grade 11

My News

Last Saturday I moved into a new house.
It's a big white one with green trim.

A big van brought my furniture and dishes.
The movers were such strong men.

Children's News

News

Tom's mom took him to Southdale Saturday
morning just before lunch.

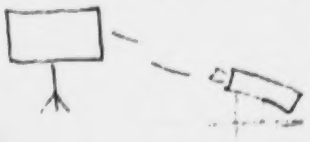
She bought him some nice red boots.
Now he can play in the puddles.
Jane has a pretty blue umbrella.

She used it this morning.

Group Plans and Experience Stories -- It is suggested that plans for the day are discussed with the children in the morning and written on the board. Once an activity is completed, change the verb to past tense.

Plans for the Day

We are going to play inside because it is too
cold out.



We are going to see a movie.
We are going to make popcorn this afternoon.

It should be noted that the child is exposed to "are going to ____" at this level.

Our Popcorn Party

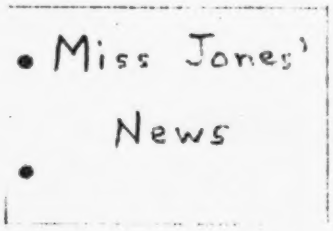
(Cut out pictures
or use a
polaroid camera.)

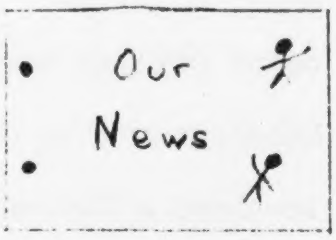
Yesterday afternoon we went to the kitchen.
Miss Jones made some popcorn.
It smelled so good!
Jane put butter on the popcorn.
Then Tommy put salt on it.
We ate it all.
M-m-m! It tasted good!

Every day the teacher copies her news in a permanent form which can be placed in a booklet for the reading table.

The same procedure is followed for the children's news.

Each chart story is kept.





Building Language Through Experiences

Focus: The language level of the experience stories should be above the child's expressive language level but within his understanding and should incorporate language and concepts the teacher wants the child to learn.

Experience Chart

1. Rationale
    a. Motivation--children put forth much more effort in activities that they are involved in.
    b. Provides meaningful language related to the child himself.
    c. Developes the receptive language learning.
    d. Helps to increase the child's comprehension of thought units.
    e. Improves all aspects of speech.
    f. Repetition and use teaches structural principles by the process of inference.
    g. Helps develop readiness for reading.
    h. Labels verbally their doings with everyday phenomena.
    i. Develops a favorable self image.

The process is as important as the final product.

The language used should contain a variety of constructions.

The constructions should be used in a variety of contexts.

Use natural language as appropriate.

The process is as important as the final product.

2. Criteria

    The teacher should ask herself the following questions while planning an experience.

Is it:

a. simple? (Can all participate; can the child do the task himself; are materials managable?)

b. appealing? Is it fun? Does the teacher like to do it? Does completion give the child the feeling of pride?

c. language? Is it going to be appliable to other experiences?

d. everydayish? Will it happen over and over again in his life?

The end product of an experience should be:

a. something to take home;

b. something to eat;

c. something to play with at school;

d. something very personal.

3. Procedure

a. Provide the experience based on actual experience of the children.

b. Discuss the experience as it is happening.

1) Say the verb while doing, i.e., cut, cut, cut.

2) Motivate the child to communicate verbally and wait for him to initiate the language.

3) Provide the patterns and words for their ideas if necessary.

4) Create situations where the child has a choice.

5) Require the child to ask for what he needs.

6) This is the time for interaction between child and teacher and between child and child.

c. Write up the experience on the board or overhead with children. (Write chart later without children.)

d. Complete the experience with:
   1) finding pictures in magazines;
   2) having children dramatize it;
   3) having children re-create the experience through art activities.

e. Present chart story to children (perhaps the day after the experience). Review and reinforce the experiences.

f. Present the language for the experience aurally.
   1) The teacher gives the sentence pattern aurally and visually (three times).
   2) The child imitates the pattern.
   3) The teacher corrects the rhythm and phrasing--memory for the pattern is being developed.
   4) The teacher emphasizes the auditory structure of the sentence (this emphasizes the basis for discrimination).
   5) The teacher develops all the language in the manner described above.
   6) The teacher isolates two sentences and contrasts these aurally.
   7) The child discriminates between these two patterns only.
   8) The teacher extends this to include all the sentences.

g. Present the visual language patterns (Reading).
   1) Present the language for the experience written up in its entirety.

2) Present sentence strips. Have children relate these to the chart. The teacher gives aural pattern. The child selects strip and matches it.

3) Have children put the strips in proper sequence.

A new chart should be presented twice a week and reviewed occasionally for a month.

4. Examples

The experience chart will not be written in the Key. You may, however, wish to use the topic sentence in your chart story. The stories below are offered examples. Depending on the children's language abilities, they may be expanded or simplified. All language stories should include a time phrase (When:) in the topic sentence. Illustrations, pictures or polaroid snapshots should accompany these stories whenever possible.

Nursery

Fun in the Leaves

We went outside today.
We jumped in the leaves.

Kindergarten

Fun in the Leaves

We went outside this afternoon.
We raked a pile of leaves.
We jumped in the leaves.
We had fun.

Grade 1[1]

Fun in the Leaves

This afternoon Miss Jones took us outside for some fun.

We spotted a big pile of leaves.

We had a ball in there.

We scattered them all over.

Miss Jones got real angry.

She made us put them back in the big pile.

Nursery

The Jack-o-Lantern

Tom has a big pumpkin.

First we cut out two eyes.

Then we cut out a big nose and a happy mouth.

The jack-o-lantern looks happy.

Grade 1[1]

The Jack-o-Lantern

Yesterday morning Tom's dad took him out to get a pumpkin.

He chose a real big one.

We carved a real silly face.

Miss Jones put a candle in it and turned out all the lights.

It was spooky.

Nursery

A Witch

We made a witch today.

The witch has a broom.

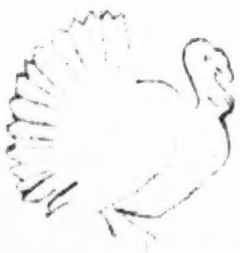
Nursery

A Clown

We saw a funny clown today.

He had red hair.

He pulled Tom's hair.



Kindergarten

A Big Turkey

We made a turkey this morning.

The turkey has pretty feathers.

The turkey says "gobble-gobble".

Kindergarten

Pretty Balls

We made some red, yellow and blue balls

this afternoon.

We put the balls on the Christmas tree.

What a pretty tree.

Kindergarten

Santa

We made a fat Santa yesterday.

He has on a red suit.

He has on black boots.

We put the Santa on our door.

Kindergarten

A Funny Snowman

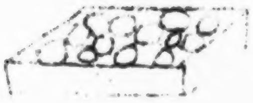
We went outside yesterday.

We made a big snowman.

We put a funny brown hat on the snowman.

Kindergarten

The Snowball



We made some snowballs yesterday.

We put the snowballs in a box.

It was warm.

The snowballs melted.

Grade 1[1]

The Bird Feeders

We had some pine cones.

We put peanut butter in the pine cones.

We put the feeders on a tree.

The birds came.

The birds ate the peanut butter.

Grade 1[1]

The Popcorn Party

We had alot of fun yesterday afternoon.

Judy brought a bag of popcorn.

We went to the kitchen.

We put the pan on the stove.

We took turns shaking the pan.

We heard it go "pop, pop, pop".

We put butter and salt on the popcorn.

It smelled so good.

Suzy thought it was delicious.

She said, "m-m--good!"

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DEVELOPING CONCEPTS AND SKILLS
IN READING
FOR THE HEARING IMPAIRED PREPRIMARY CHILD

Pre-Reading Goals
Nursery and Kindergarten

Focus:

At the nursery-kindergarten level development of pre-reading skills should be a result of rich and varied experiences which will help increase the child's vocabulary and his ability to understand different sentence structures. Pre-reading skills should be developed in conjunction with daily activities in which the child is involved rather than in an isolated drill. The importance of a background of relevant experiences based on the interests of the child as a prerequisite to reading cannot be over emphasized.

It is strongly recommended that Teaching Reading to Deaf Children by Beatrice O. Hart be read during the planning phase of your reading program.

I. Pre-reading Goals (Nursery-Kindergarten)

  A. Nursery (Hart, p. 16)

    1. "To create an environment where a child can adjust to the school situation; to furnish opportunities for socialization and for mental and physical development; to furnish opportunities for growth toward emotional maturity and independence.
    2. To provide rich and varied group and individual experiences, both within the school and in the community.
    3. To stimulate an awareness of the existence of language; to stimulate an awareness of the function of language in communication and in the satisfaction of needs.

    4. To provide an atmosphere of warmth and acceptance which will encourage a child to develop confidence, interest and direction within himself, with other people and with equipment and materials.
    5. To stimulate an interest in books."

B. Kindergarten (Hart, p. 16)

    1. "To provide individual and group activities which will arouse curiosity, stimulate thinking, planning, reasoning and experimenting; promote the making of decisions and judgements and evaluating alternatives which will sharpen powers of observation and broaden and deepen interests and appreciations.
    2. To encourage oral language development at both the receptive and expressive levels.
    3. To guide a child in the creative exploration of materials and events so as to lead him to acts of discovery.
    4. To develop improved powers of concentration in both individual and group endeavors.
    5. To promote appropriate skills relevant to reading.
        a. An awareness of sequence--the ability to organize and remember a series of actions, events or ideas in their proper sequence.
        b. Auditory and visual discrimination.
        c. Left to right eye movement.
        d. Hand-eye coordination.
        e. Casual exposure to print in relation to activities.
        f. An interest in and love of stories.
    6. Following simple directions."

II. Development of Pre-Reading Skills (Nursery and Kindergarten)

A. Visual Discrimination

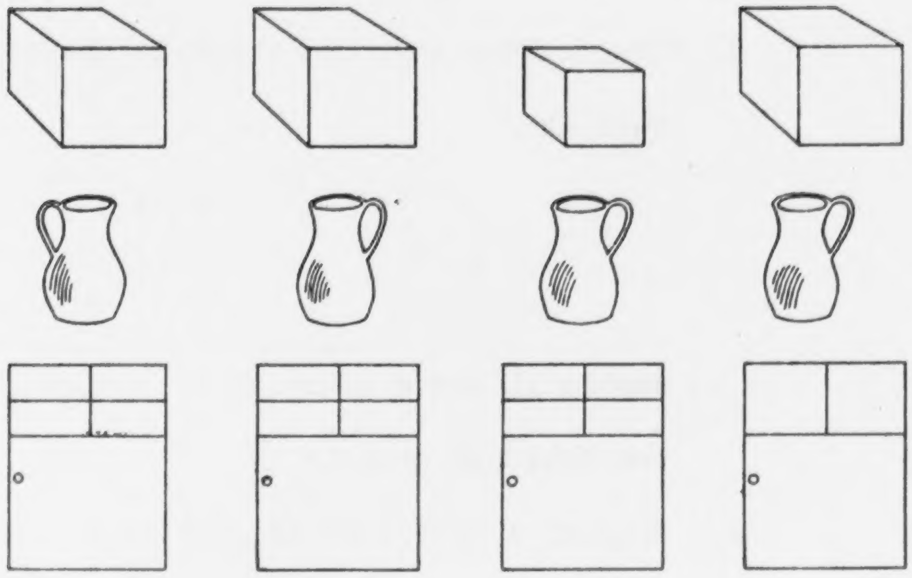
1. Matching
    - a. Objects with objects.
    - b. Objects with pictures.
    - c. Pictures with pictures.
    - d. Objects and toys.
    - e. Identical animals.
    - f. Similar animals.
    - g. Geometrical designs.
    - h. Colors.
    - i. Geometrical colored designs.
    - j. Select likenesses and differences.
2. Puzzles
    - a. Three piece puzzles.
    - b. More complicated jigsaw puzzles.

Examples:

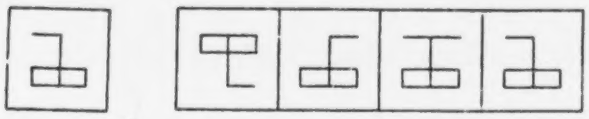
Visual Discrimination: detecting similarities and differences (Hart, p. 31,32)

"Differences may be of size, shape, color, direction, or internal detail (missing parts). These exercises prepare the child to detect the differences between words which look essentially alike.

1. Find the one that is different.



2. Find the one that is the same.



3. Draw a line between the groups that are the same.

⦶ △ ▽ ⊙	▽ ⊙ ⦶ △
△ ⦶ ⊙ ▽	⊙ △ ▽ ⦶
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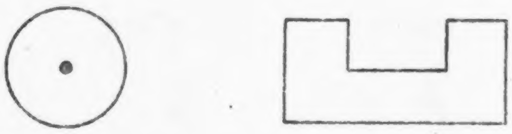
B. Visual Memory

1. Finding duplicate pictures.
2. Finding similar pictures except in detail.
3. Splints and blocks used to make different shapes, etc.
4. Duplicate objects or arrangements of objects or groups.
5. Identify object moved or removed from a collection or an arrangement."

Examples:

Memory (Hart, p. 27, 28)

1. "The teacher may draw a simple design on the blackboard, such as



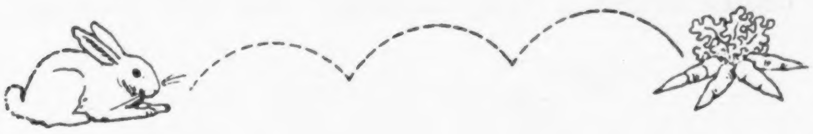
expose it for a short while, erase it, and then have the children draw it.

2. Display a series of objects in a row. Children close their eyes while you remove one object, or add one object, or switch two objects around.
3. Hide several objects around the room while children watch. Give each child a chance to find all the objects, and see who can remember where they all are.
4. Put five small blocks in a row. Tap them in an irregular sequence, as the child watches. The child then taps the blocks in the same sequence.
5. Use two identical pictures. Show one and discuss it. Now show the other picture which has had some of the items deleted. The child should identify what is missing.
6. Play concentration with cards. Cards are lined in rows. Children take turns turning two cards face up. Whenever a child turns up a matching pair, he keeps it and gets another turn.

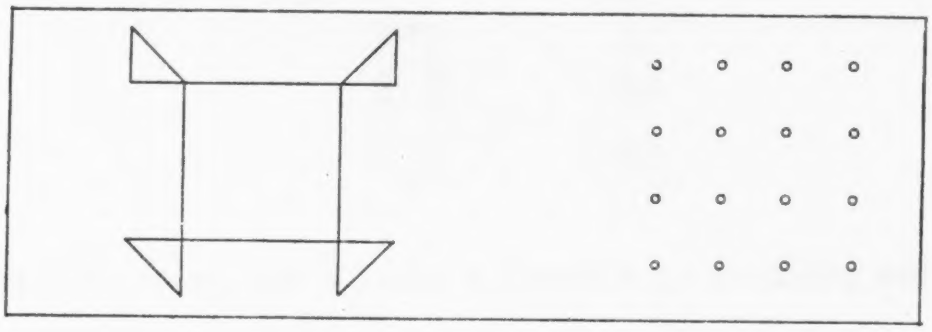
7. This game is played with children who have a fairly good vocabulary. The first child names a toy; the second child repeats this and names another toy, and so on, as far as the children can go. Other categories may be used."

C. Visual Motor Skills--Involving Hand-Eye Coordination (Hart, p. 32, 33)

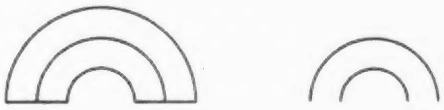
1. "Trace the rabbit's trail.



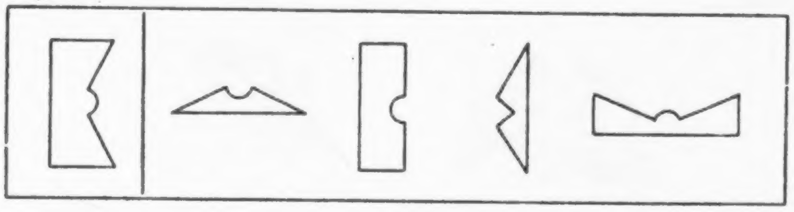
2. Copy the design.



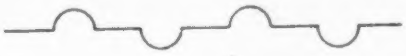
3. Complete the design.



4. Find the part that fits.

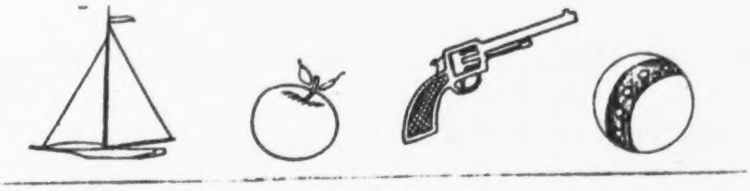


5. Continue the pattern."

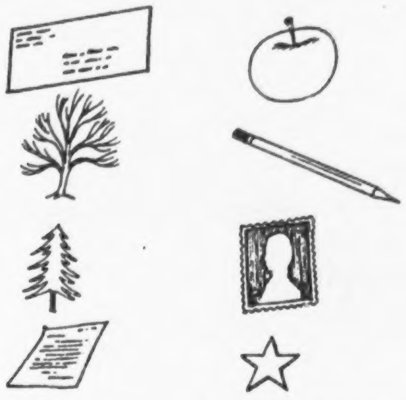


D. Classification (Hart, p. 28, 29)

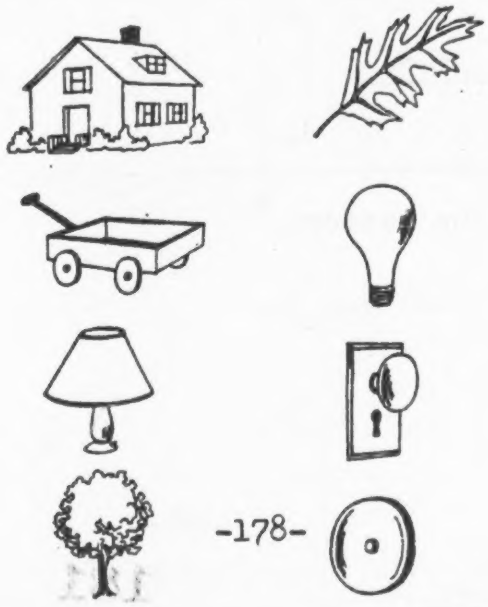
1. "Make scrapbooks or picture dictionaries of foods, articles of clothing, toys, furniture, vehicles, animals.
2. Show a series of pictures, and ask the child to cross out the one that doesn't belong.



3. The child draws a line between the two that go together.



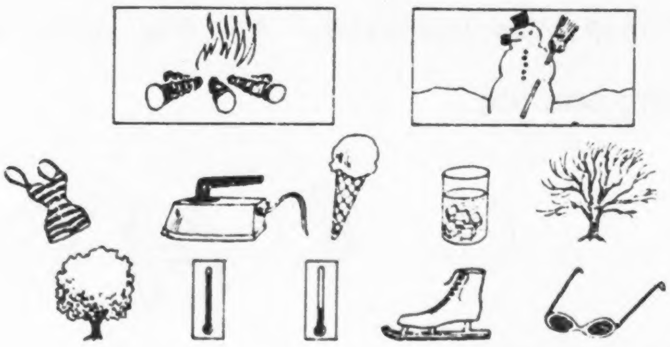
4. Show pictures of a nest, a barn, a dog house, a tepee, an igloo, a garage, a hangar. Have the child put pictures of a bird, a cow, a dog, an Indian, an Eskimo, a car and an airplane where they belong.
5. Show a series of pictures. Have the child match the part to the whole.



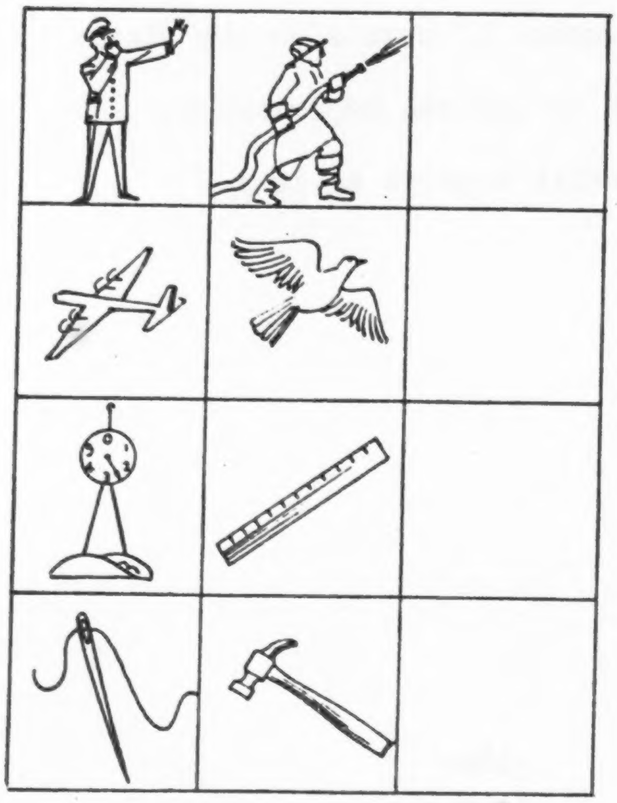
6. Show a picture of a rainy day. Now show pictures of different articles of clothing. Ask the child which would be appropriate to wear when it rains."

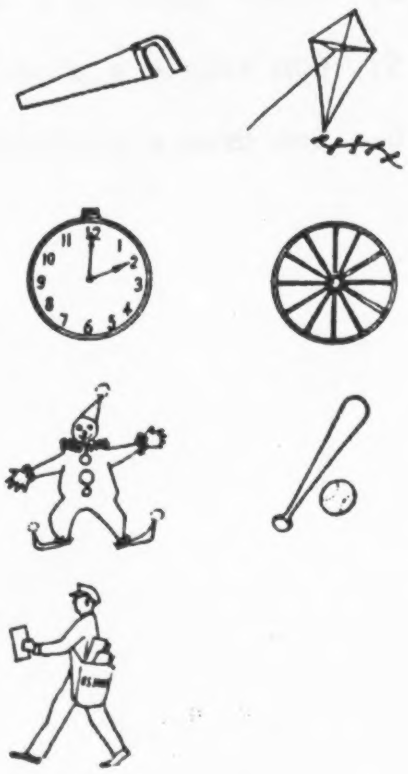
E. Generalization (Hart, p. 29-31)

1. "Show pictures of a farm, a zoo, a pet shop. Now show pictures of animals. Have the child put them in their appropriate places.
2. Show pictures symbolizing hot and cold. Show individual items which a child can classify as either hot or cold.

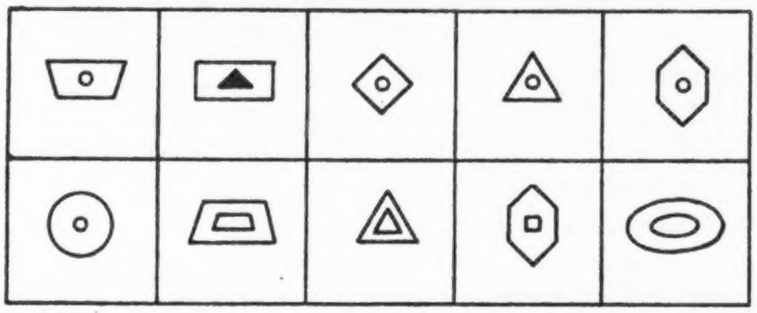


3. Draw pictures of the following objects. Have child cut and paste the right picture in the third box.

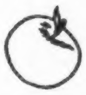


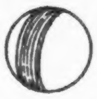


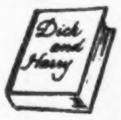
4. Cross out the one that is different.

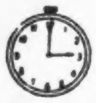


5. Make up riddles such as: A bird and an airplane are alike because they can both _____. An apple, a ball, a clock are alike because they are all _____. If these cannot be done verbally, use pictures. Ask the child which one doesn't belong and why.









F. Favorable Attitudes

1. Handles book with some degree of care.
2. Looks at book with sustained attention.
3. Follows story with interest.
4. Knows there is a sequence of events in the story.
5. Can relate a picture to his own experiences.
6. Can draw a picture which conveys an idea."

Reading Readiness and Beginning Reading
Grade 1[1]

Focus:

Providing rich experiences which are relevant and interesting to the child must be continued through this period of reading development. Along with rich experiences a well balanced reading program should include: adequate motivation, provision for evaluation, a wide variety of rich materials, and a well organized sequence of reading activities. It is strongly recommended that Teaching Reading to Deaf Children by Beatrice O. Hart be read during the planning phase of your reading program.

The Reading Material To Be Presented:

The teacher's guide should be followed closely for developing skills and related activities. Suggested guidelines of time allotments and content are flexible and should be adapted to the individuals in your class.

Semester I

Reading Readiness - 15 weeks

Scott Foresman

We Read Pictures - Block I - 5 Weeks
We Read More Pictures - Block II - 5 Weeks
Before We Read - Block III - 5 Weeks

Supplemental and Independent Activities Workbooks:

The Bank Street Readiness Workbooks

Advantage (Prentice Hall, Inc. (good for independent activities)

Buddy's Book of Puzzles (Weekly Reader)

Frostig Materials

Continental Press Reading Readiness

Semester II

Beginning Reading - Preprimers - 20 weeks

Scott Foresman

Sally, Dick and Jane - 5 weeks
Fun With Our Family (15 stories) - 5 weeks
The New Guess Who - 5 weeks
Fun Wherever You Are - 5 weeks

With Accompanying
Think & Do Workbooks

Supplemental Texts and Workbooks:

Ginn Basic Reading Program

MacMillan Bank Street Readers

I. Reading Goals for Level 1^1 (Readiness and Beginning Reading)

A. To continue the development of goals for nursery-kindergarten according to the individual needs of the child.

B. To help the child understand that print has meaning.

C. To establish in him a desire to interpret print.

D. To begin to acquire skills in the mechanics of reading.

1. Ability to control eye movement, reading from left to right.
2. Visual discrimination among letters and words.
3. Recognition of nouns that hold meanings for the children, i.e., names of children and adults in their groups and familiar words found in their vocabulary.

4. Understand and remember a simple plot.
5. Make simple inferences, prediction of outcomes, abstractions and generalizations.
6. Understand word meanings.
7. Comprehend short sentences.
8. Understand sequence in stories.
9. Ability to answer simple printed questions.
    a. Who _ _ _ _ _?
    b. What _ _ _ _ ?
    c. What color _ _ _ _?
    d. How many _ _ _ _ _?
10. Ability to follow simple printed directions.
    a. Color _ _ _ _.
    b. Cut out _ _ _ _.
    c. Draw _ _ _ _.

E. To help reading become a more meaningful experience through dramatization of news, stories and other activities.

II. Semester I - Developing a Readiness for Reading

The following reading readiness skills are to be systematically developed through the use of the three readiness workbooks: We Read Pictures, We Read More Pictures, and Before We Read.

A. Interpreting individual pictures (seeing relationships within a picture).

B. Interpreting sequential picture stories (perceiving relationships among pictures).

- C. Perceiving specific kinds of relationships (cause and effect, space, size, class, function, place, shape).
- D. Sensing the emotions, mood or motive of characters.
- E. Forming sensory images (visual, auditory, tactile, kinesthetic).
- F. Making inferences and drawing conclusions, anticipating outcomes.
- G. Developing auditory perception and discrimination.
- H. Developing visual perception and discrimination (including left-to-right progression).
- I. Using aids to memory.
- J. Improving spoken language (vocabulary and sentence structure).
- K. Coordination of eye-hand movements.
- L. Comprehending spoken language.
- M. Associating printed words with spoken words.

III. Beginning Reading (Grade 1^1)

- A. Vocabulary Development
    - 1. Nouns
        - a. Label useful objects in child's environment.
        - b. Names of adults and children with whom child is associated.
        - c. Match words with objects.
        - d. Match words with pictures.
        - e. Match words with words.
        - f. Match upper case print with lower case print.
        - g. Written charts used with calendar, weather, etc.
    - 2. Verbs
        - a. To have.
        - b. To be.
        - c. Intransitive action verbs.

d. Transitive action verbs

e. Commands

(1) Printed commands. Expect child to follow command.

Example:

Shut the door.

Wash your hands.

Line up.

(2) Command verbs. Give command, have it written on a card. Flash it. Child does it, turn the card over for past.

Example: Run

Run (back of card) _____ ran

Walk (back of card) _____ walked

(3) Match all forms of the same verb.

Example:

Ran, run, running, did not run, runs

3. Adjectives

a. Match adjectives with objects.

Example:

"A large hat" with the word "large"

b. Match color with objects.

c. Drill for sequence of modifiers.

Example:

How many; What kind of; What color;

4. Adverbs

Drill with verbs.

Example:

Walk fast.
Walk slowly.
Look down.
Go on and on.

5. Prepositions

Preposition of place--WHERE

Use flash cards for drill with WHERE phrases.

Example:

in _____
under _____
on _____

6. Pronouns

a. Personal pronouns in all cases must be part of the language background for understanding the stories in readers.

b. Other pronouns.

Example: my, his, her, etc.
something, everybody, nobody, etc.

B. Comprehension of Connected Language

1. Sentences

a. Commands

Example:

Shut the door.
Get a chair.
Sit down.
Come here.

b. Questions

Example:

What do you have in the box?

What is your name?

What color is your new puppy?

c. Statements

Example:

It is raining today.

I have a new pet.

John has some new shoes.

You are going home now.

2. Picture Stories

a. Single sentence stories with pictures. Children select the picture described.

Example:

The boys are playing ball.

The girls are making candy.

The mother dog has four puppies.

b. Two or three sentence stories. Several pictures with like features. Children select the picture described.

c. Dramatize single sentence stories.

Example:

A boy threw a ball.

The girl ate some candy.

The dog saw a cat.

d. Dramatize two or three sentence stories.

Example:

Mother gave John some cake.

He ate it.

It was very good.

3. Sentence Memory

   a. Flash card drill. Flash a different card to each child. Wait until all know their command then let one at a time do what was commanded.

   b. Flash two commands to a child then have the child do both.

   c. Story telling with a sequence 2-6 pictures. Remember sequence.

4. Experience Stories (See Language Curriculum for specific use of Experience Charts)

   Early chart work provides exposure to the printed word, to language structure and to vocabulary. After the foundation for language comprehension and vocabulary has been developed, chart reading may be begun. The child meets partially uncontrolled vocabulary, a variety of language and sentence structure, and the use of many verbs. As the child develops a sight vocabulary, he becomes able to read and comprehend the story on the charts.

   a. Single verb charts

      Story using the same verb (based on experience of the children)

Example:

Our Walk to the Park

Mary saw a squirrel.
John saw a tree.
Jim saw a duck.

Painting Pictures

John painted a truck.
Mary painted a girl.
Sue painted a flower.

b. Charts using two or more verbs (based on experience of the children)

Example:

The Store

We went to the store.
We bought a kite.
It was red, white and blue.

The Park

We went to the park.
We saw many birds.
John and Jim played on the swings.

(Gradually increase difficulty of stories.)

c. Idea of connected events

Example:

John went to the store.
He bought some toys and books.
He gave them to the children.

(Drill for sequence by cutting up story and have children arrange it in order.)

5. Imaginary Stories

These stories use the same vocabulary as the previous charts, but are not based on the child's activities. Pictures or imagination may be used.

Example:

Tommy had an airplane.
He threw it to Jimmy.
It went up, up, up into a tree.

6. Story Completion (Aides imagination and thinking)
    a. "What happened" stories.

        Example:

        John had some money.
        He went to the store.
        He ________ (children finish story).

    b. Tell a simple story. Use three pictures as possible outcome--only one picture being correct. Do the same where more than one outcome could be correct.

7. Picture Interpretation (Hart, p. 25)

    A complex skill involving perceptual and conceptual abilities, noting details, discriminating between significant and insignificant details, integrating these details and reading above and beyond them.

    a. The naming level in which items in the picture are identified by name.
    b. The descriptive level in which the action depicted is expressed in sentences.
    c. The interpretive level in which reactions, conversation, and events which are inferred but not depicted are described.

    Start with very simple pictures or a picture sequence of two, four or six frames.

8. Story Telling by the Teacher

   a. Read from a book.

   b. Tell the story.

   c. Dramatize using props.

   d. Flannel board story.

   e. Overhead projector story.

   f. Puppets.

   g. Films or filmstrips.

   Dramatization of story by children should usually follow.

IV. Expressions for Reading Comprehension

These expressions should be covered during the semester of grade 1^1.

They are necessary for comprehension of material in the preprimers.

Oh, look at that!
_ _ _ this!
_ _ _ me!

Help _____.

Look here.

Come and help me.

Come here.

Look at me.

See me.

Get that _____.

Get down!

Jump down!

Run and play.

I want to play.
go.
find you.

I want you to run.
_ _ _ _ play.
_ _ _ _ get down.
_ _ _ _ help me.

Go away!

Find _____.

Go help _____.

Oh! go away.

You come here.

I can help you.

Come here and help.
play with me.

I cannot find _____.
see _____.

Away we go!
Here we come!
You cannot go with _____.

V. Reading in Books

Prerequisites for reading in books.

A. Interest in books and stories; a desire to read.

B. Awareness that printed symbols can import meaning.

C. Ability to work independently and in a group.

D. Ability to concentrate on a task for short periods.

E. Mastering of pre-reading skills.

F. A small sight reading vocabulary based on a wide variety of experiences (developed by means of activities and experience chart stories).

G. A feeling of connected language with some skill in using it.

H. Knowledge of the language patterns which written symbols represent.

I. A memory for sentences.

J. Mechanics of reading.

1. Following a line from left to right.
2. Reading from one line to the next.
3. Recognizing use of period, quotation and question mark.

VI. Semester II - Building Reading Skills

In addition to the use of the suggested preprimers and accompanying manuals for teaching beginning reading skills, the following special skills must be developed through specific teaching and incidentally through news, Key work, experience stories and charts.

A. Reading from left to right.

B. Discrimination among letters and words.

Example:

d ____ b   horse -- house

C. Recognition of meaningful printed words.

Example:

Children's names

Familiar words in child's vocabulary

Adults at home and school

Colors

Days of the week

Numbers

Verbs

Places

Expressions

When phrases

D. Exposure to printed meaningful forms through:

1. Dramatization of news.
2. Experience stories.
3. Labeling of objects in the classroom.

Example:

door, desk, window

E. Ability to see likenesses and differences in printed form.

F. Beginning transfer from Yale charts to new words by recognizing certain elements.

G. Recognize simple sentences.

Example:

We will go to gym today.

Johnny is sick.

H. Developing understanding for sequence of pictures and ideas.

I. Following simple printed directions.

Example:

Color the ball red.

Draw two balls.

Color the cat black.

The girl has on a red dress.

J. Developing understanding of simple conversation met in reading context.

Example:

Dick said, "I will run."

This involves understanding of pronouns (I, you, he, she, we, it) in reading context. The idea of getting meaning from conversation must be developed in experience stories and news before it is encountered in the preprimers.

Evaluation

Formal as well as informal methods of evaluation should be used to determine whether the reading program is helping each child to reach his maximum growth.

Informal evaluations can be made in the natural reading environment. Teacher observation is perhaps the best means of informal evaluations. Careful perceptual observations can result in a good description of a child's reading habits and attitudes.

Another excellent means of informal evaluation is through dramatization. Hart (p. 7) states that this affords the teacher an opportunity of observing how carefully and accurately the child has grasped what has been read. In dramatizing a story, the chief idea and mood (whether humerous, sad, ironic or suspenseful) will be brought out. The dramatization will also portray the child's notion of sequence and detail. Too often in checking on the accuracy of a pupil's reading, the teacher bombards the student with questions which kill interest in the story. Through dramatization the same matters may be investigated while sustaining a high level of interest.

Teacher made tests are also a valuable means of assessing a child's progress. Such tests should not only check for comprehension and memory of details but also what kind of thinking the child is doing.

Standardized tests should also be used as another measure of a child's reading progress. It must be remembered that a formal test does not assess and that the results must be used in conjunction with other means of evaluation.

The following tests are recommended:

Gates Reading Readiness Tests

Metropolitan Reading Readiness Test

Peabody PIAT (Peabody Individual Achievement Test)

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Pugh, Gladys, Mimeographed material distributed to teacher training classes, University of Illinois, 1949.

Quill, Leonora C., Areas of Instruction for Teachers of Children Who Are Deaf, Champaign, Illinois, Community Schools, 1959.

Streng, Alice, "Reading for Deaf Children", The Pennsylvania School for the Deaf, Book III, Alexander Graham Bell Association for the Deaf, Inc., 1964.

Recommended Readings

Minneapolis Public Schools Reading Guides

1. "Guide to Teaching Reading in the Elementary Schools"
2. "Reading Readiness"

Teacher's Manual for Scott Foresman, Ginn and Bank Street

Ball State Overview Literature Enrichment from Preparatory 1 - Grade 10

SEQUENTIAL STAGES
IN THE DEVELOPMENT OF MATHEMATIC CONCEPTS
IN NURSERY, KINDERGARTEN AND GRADE 1[1]

Focus

Until recent years, teachers have focused on the "what" and the "how" of mathematics and have relied chiefly on repetition in teaching computational skills. However, with the advent of the "new" mathematics, greater stress is now being given to the "why" and emphasis is currently being placed on developing an understanding of the principles involved in fundamental arithmetical operations.

It is in this area of mathematics that the primary teacher has the greatest opportunity to help the child begin to develop his powers of reason. There are untold opportunities for the discovery of relationships and for both inductive and deductive reasoning.

This curriculum utilizes the logical structure of mathematics and the discovery approach to learning. The child's natural curiousity is stimulated and guided toward meaningful learning. The importance of patterns and relationships is stressed as the child moves from concrete experiences to abstract ideas as he applies these ideas in new situations.

Point of View

Nursery and Kindergarten Mathematics Curriculum

The teacher of the youngest children must begin the intuitive and logical process of mathematical thinking by maintaining "child-centered" rather than "teacher-centered" activities. The child must be the active participant and "discoverer".

More specifically, the teacher should bear in mind that all concepts at the nursery and kindergarten levels are to be taught through the visual, manipulative approach using meaningful, concrete experiences. Experiences must be designed to extend the child's understanding of the concepts presented. Therefore, it is recommended that no text or formal written activities be used at these levels unless the children exhibit a mastery of these concepts and a readiness for a more formal approach.

It is essential that receptive understanding be the goal of mathematics experiences. The teacher should use precise, consistent mathematical language with the children with the hope of instilling the terminology in them.

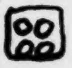
The Kindergarten Level Teacher's Guide for the Greater Cleveland Mathematics Program (SRA) is to be referred to as a guide only by the kindergarten teacher. The suggestions and insights provided are extremely helpful. Supplemental experiences include suggestions for integrating the mathematics program with other areas of the curriculum. The use of this guide will provide excellent readiness for use of this book by children in grade 1[1].

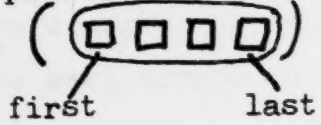
Nursery Level

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
I. Physical Geometry (Visual)	To observe points, shapes and lines as found in the child's environment; to develop an understanding of size relationships of geometric shapes; to be able to perceive likenesses and differences in shapes, size and colors; to be able to recognize and identify the shapes		*child's expressive vocabulary
		Lines can be straight or curved. Lines can be short or long. There are lines in our environment. There are four basic geometric figures; circle, square, rectangle and triangle. Eash shape has a name. Each geometric figure can be identified by its shape. Geometric figures can be of different size, color or texture. There are shapes in our environment. We can make things using shapes.	*line *long *short *circle *square rectangle triangle is longer than is shorter than is the same size as

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
II. Patterns	To be able to recognize patterns that are the same; to be able to recognize patterns that are different; to be able to arrange at least three elements of different size in order of increasing or decreasing size; to get experience in repeating a given pattern of at least 3 objects.		*child's expressive vocabulary
		Patterns can be made by using different shapes. (△○△; ○□○) Patterns can be extended by following a sequence. (○○△ ○○△ ○○△) Shapes of different size and color can be used to make a pattern. Shapes can be arranged in sequence (small to large or large to small). (∘○◯ ◯○∘)	alike (the same) different *first next last *large (big) *small (little) is smaller than is larger than is the same size as________

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
III. Sets	To develop a readiness for the concept of numbers; to begin to develop the idea of sets; to be able to match objects in two sets which have the same number of elements (equivalent sets); to discriminate visually a set which has more and one which has fewer members (non-equivalent sets); to be able to discover the quantitative relationship between two sets by visual inspection; to develop a readiness of one-to-one matching; to develop an understanding that the color, shape and size of elements in sets is not important in establishing a one-to-one correspondence.		*child's expressive vocabulary
		Sets are in one-to-one correspondence if for each member of one set there is exactly one member of the other set. Non-equivalent sets do not have one-to-one correspondence. The quantitative relationship between two sets can be discovered by visual inspection (the set with fewer members and the set with more members can be readily determined).	more than less than not the same as the same as

	UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
IV.	Numerals and Numbers	To learn to count from 1 - 10; to learn the meaning of numbers from 1 - 10; to learn that a number can be represented by a certain numeral; to recognize numerals from 1 - 10 and relate them to corresponding sets; to learn one by one counting (1 - 10) as a way of identifying the number of a set; to gain the feeling for the natural order of whole numbers 1 - 10; to be exposed to the meaning of one more.		*child's expressive vocabulary
			Sets can be described by identifying its elements. ( four) Every numeral has a name and refers to the number of elements in a set. The number of elements in a set can be counted. There is a natural order for counting. When sets have been arranged in natural order, each successive set has one more element than the previous set had.	*one *six *two *seven *three *eight *four *nine *five *ten number one more (to) count *How many______?

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
V. Order and Relations	To be exposed incidentally to the use of numbers as denoting a position (first--last); to be exposed incidentally to "one more" patterns.		*Child's expressive vocabulary
		Each element position in a set has a special name. 	*last *first *I'm first. one more

Kindergarten Level

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
I. Physical Geometry (Visual)	To identify points, shapes and lines as found in the child's environment; to develop an understanding of size relationships of geometric shapes; to be able to identify expressively and receptively the basic shapes--circle, square, rectangle and triangle (oblong); to associate the written name of the geometric shape with the appropriate shape; to be able to reproduce the basic shapes; to be able to perceive likenesses and differences in shapes, sizes and colors.		*Child's expressive vocabulary
		A point marks a specific position. Two points can be connected with a line. There can be many points on a line. Lines can be straight or curved. Lines can be long or short. There are lines in our environment. The four basic geometric figures are circles, squares, rectangles and triangles.	point *line *straight *curved *long *short *circle *round *square *rectangle

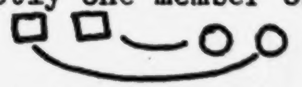
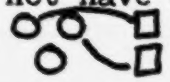
UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
		Each shape has a name. Each geometric figure can be identified by its shape. A circle is round. Geometric figures can be of different size, color or texture. There are shapes in our environment. We can make things using shapes.	*child's expressive vocabulary *triangle *is longer than *is shorter than *is larger than *is smaller than *is the same size as row

	UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
II.	Patterns (Work in developing left to right movement in drawing patterns. Help the children work in-a-row from from top row to bottom row.)	To be able to recognize patterns; to be able to extend a given pattern by at least five objects; to be able to repeat a pattern of at least five objects; to be able to arrange at least five elements of different size in order of increasing or decreasing size.		*Childs Expressive Vocabulary
			Patterns can be made by using different shapes. (△○□; ○□△) Patterns can be extended by following a sequence. (△○○ △○○ △○○) Shapes of different size and color can be used to make a pattern. Shapes can be arranged in sequence (large to small or from small to large.) (∘○○◯ ◯○○∘)	*alike (the same) *different *first *next *last *large (big) *small (little)

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
		Each shape has a name. Each geometric figure can be identified by its shape. A circle is round. Geometric figures can be of different size, color or texture. There are shapes in our environment. We can make things using shapes.	*child's expressive vocabulary *triangle *is longer than *is shorter than *is larger than *is smaller than *is the same size as row

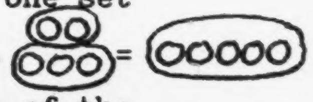
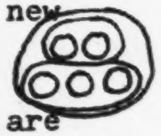
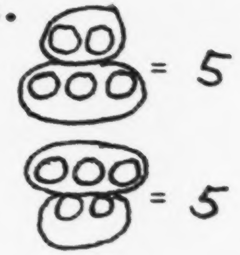
UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
II. Patterns (Work in developing left to right movement in drawing patterns. Help the children work in-a-row from from top row to bottom row.)	To be able to recognize patterns; to be able to extend a given pattern by at least five objects; to be able to repeat a pattern of at least five objects; to be able to arrange at least five elements of different size in order of increasing or decreasing size.		*Childs Expressive Vocabulary
		Patterns can be made by using different shapes. (△○□; ○□△) Patterns can be extended by following a sequence. (△○○ △○○ △○○) Shapes of different size and color can be used to make a pattern. Shapes can be arranged in sequence (large to small or from small to large.) (∘oOO OOo∘)	*alike (the same) *different *first *next *last *large (big) *small (little)

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
III. Sets	To develop a foundation for the concept of number; to develop the idea of sets; to be able to match objects in two sets which have the same number of elements (discovering equivalent sets); to learn the meaning of one-to-one matching and equivalent sets; to understand non-equivalent sets; to discriminate by visual inspection a set which has more and one which has fewer members (non-equivalent sets); to develop an understanding that the kind of elements in sets is not important in establishing a one-to-one correspondence; to be able to discover the quantitative relationship between two sets by visual inspection; to develop the ability to use matching to determine whether a set has more or fewer members than another set.		
A. One-to-One Matching		Sets are in one-to-one correspondence	more than fewer than *not the same as (different) *the same as

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
		if for each member of one set there is exactly one member of the other set.  Non-equivalent sets do not have one-to-one correspondence.  This quantitative (more than) relationship between two sets can be determined through a one-to-one correspondence.	*Childs Expressive vocabulary
B. Comparison of Sets		The quantative relationship between two sets can be discovered by visual inspection (the set with fewer members and the set with more members can be readily determined).	

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
IV. Numbers and Numerals	To learn the meaning of numbers from 1 - 20; to learn to count from 1 - 20; to recognize numerals from 1 - 20 and to relate them to corresponding sets; to learn that a number can be represented by a specific numeral; to learn one-by-one counting (1 - 20) as a way of identifying the number of a set; to gain the feeling for the natural order of whole numbers; to learn the meaning of one more; to learn to compare two numbers; to learn to understand that relationships between two numbers can be thought of in three ways (greater than or less than, the same as).		*Child's expressive vocabulary
		Sets can be described by identifying its elements. Every numeral has a name and refers to the number of elements in a set. The number of elements in a set can be counted. There is a natural order for counting. When sets have been arranged in natural order, each successive set has one more element than the previous set had. □ one □□ two □□□ three	*(to) count *number numeral *one more greater than *one *two *three *four *five *six *seven *eight *nine *ten *eleven *twelve *thirteen *fourteen *fifteen *sixteen *seventeen *eighteen *nineteen *twenty

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
V. Order and Relations	To learn that the use of numbers can denote position; to understand and use next, last, and the ordinals from first - fifth; to learn "one more" and "one less" patterns.		*Child's Expressive Vocabulary
		Each element position in a set has a special name. When sets are in natural order, each successive set has one more element than the previous set had. When sets are in natural order, each previous set has one less element than the successive set had.	*one more one less *first *second *third *fourth *fifth *next *last *I'm______. *_____ is _____.

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
VI. Readiness for Addition	To understand the process of joining sets; to be able to join two sets to form a new set; to determine the number of the union of sets; to gain an understanding of a set within a set; to recognize informally the number combinations from 1 - 10; to be able to visualize sets within a set; to learn through informal ways the commutative properties of addition.		*Child's Expressive Vocabulary
		A new set is formed when one set is joined to another set.  The new set contains both of the sets joined and make up the new set.  The order in which two sets are joined does not alter the size of the new set. 	*put together join (or) joining sets *How many?

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
VII. Readiness for Subtraction	To learn through informal ways the concept of subtraction; to learn to determine the number remaining when part of a set is removed; to determine how many more are needed to form a set of a given number (union of sets).		*Child's Expressive Vocabulary
		Finding a missing addend is a subtracting process. (00+___ = 5 Same as 5-2= ___) There is an inverse relation between the operation of addition and subtraction.	*take away How many more? How many are left?

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
VIII. Zero (Associated with an empty set)	To work informally with the concept of zero; to develop an understanding of the concept of empty sets.	There are no elements in an empty set. ○ When there are no more objects needed to make a specific set, zero objects are needed.	*Child's expressive vocabulary zero

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY *Child's Expressive Vocabulary
IX. Measurement			
A. Linear	To be exposed to activities involving linear measurement.	A ruler can be used to measure the length of an object. An inch and a foot are standard units of measure.	ruler inch foot measure How long is _____?
B. Time	To learn that a clock is used to tell time. To learn how to read the calendar. To learn to understand day and week as a measurement of time.		
1. The Clock		The time on the clock determines what activities will be at any given moment.	time *clock o'clock
2. The Calendar		There are seven days in a week. (Seven days measure the same amount of time as a week.) Each day of the week has a different name.	*day *week *Sunday *Monday *Tuesday

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
		There is an order to the days of the week.	*Wednesday *Thursday *Friday *Saturday *today *tomorrow *yesterday
C. Money	To be exposed to money as a measurement of value.	Money is used to buy things. Pennies, nickels and dimes are classified as money.	*money dime nickel penny

MATH VOCABULARY (EXPRESSIVE)
NURSERY AND KINDERGARTEN LEVELS

Nursery

one

two

three

four

five

six

seven

eight

nine

ten

first

I'm first.

last

circle

square

rectangle

triangle

line

long

short

large (big)

small (little)

How many ____?

Kindergarten

six

seven

eight

nine

ten

eleven

twelve

thirteen

fourteen

fifteen

sixteen

seventeen

eighteen

nineteen

twenty

one more

one less

first

second

third

fourth

fifth

next

last

I'm ____.

____ is ____.

large (big)

small (little)

the same as

MATH VOCABULARY (EXPRESSIVE)
NURSERY AND KINDERGARTEN LEVELS

Kindergarten (Cont.)

line
straight
curved
long
short
circle
round
square
rectangle
triangle
__ is longer than __.
__ is shorter than __.
__ is bigger (larger) than __.
__ is smaller than __.
__ is the same size as __.
alike
different (not the same as)

(to) count
number
one more
put together
How many _____?
take away
clock
day
week
today
tomorrow
yesterday
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
money

Point of View

Grade 1^1 Mathematics Curriculum

Mathematical concepts at the grade 1^1 level should be presented through the visual, manipulative, discovery approach as they were at the nursery and kindergarten levels. Learning should proceed from the concrete, to the semi-concrete, to the abstract level as the children exhibit a mastery of the concepts and a readiness for a more formal approach. Experiences must be designed to stimulate curiosity and to reinforce and extend understanding of concepts presented.

Before the formal teaching of a specific operation, the foundation should be laid by a rather intensive "introduction". Review is necessary to evaluate the child's mastery of the concepts previously taught. The spiral approach as used in this mathematics curriculum demands that the previously learned concepts be repeated and built upon and, therefore, learned in greater depth and with greater understanding each year.

It is essential that receptive understanding be the goal of mathematics experiences. The teacher should use precise, consistent mathematical language with the children ~~with the~~ to better ~~hope of~~ instill~~ing~~ this terminology in them.

Reference should be made to the Kindergarten and Grade 1 Teacher's Guide to Greater Cleveland Mathematics Program, (SRA) as well as the Kindergarten Mathematics Curriculum for Hearing Impaired as a guide in developing the concepts and vocabulary for Grade 1'. The kindergarten level workbook of the GCMP (SRA) Series should be completed by each child during the first part of the year. Upon completion of this, the child then will use the portion of the GCMP (SRA) Grade 1 workbook that is appropriate. It should be noted that some parts of GCMP Grade 1 are imappropriate for Grade 1' and are, therefore, not included in the curriculum for Grade 1'.

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
I. Sets	To be able to demonstrate the fact that two sets are equivalent; to understand that the kind of elements in the sets are not important in setting up a one-to-one correspondence; to lay a foundation for the ordering of sets; to understand that not all sets have the same number of objects; to be able to join two sets to form a new set as a readiness to addition; to be able to remove objects from a set to form a subset; to be able to identify subsets within a set.		*Child's Expressive vocabulary
A. One-to-One Correspondence		Elements in one environment can be put in sets. Two sets can contain entirely different objects and still have a common property. The property common to sets is that the objects or elements in them can be paired (one-to-one correspondence). Visual discrimination can determine if two sets are in one-to-one correspondence.	one-to-one matching *set *the same *number

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
		Elements in two sets can be matched to demonstrate that they are or are not in one-to-one correspondence. The property common to two sets is called a number	
B. Comparison of Sets		Sets that match in number are equivalent sets. Sets that do not match in number are non-equivalent sets. Quantitative relationships between two sets can be discovered by visual inspection.	
C. Subsets		Sets containing more than two objects contain a subset. Recognition of subsets help determine by visual inspection the number of objects in a set.	Subset
D. Joining and Removing Sets (Union and Separation)		The joining of two sets result in a new set whose objects are the total of the objects in the two original sets. The removing of one set from another reduces the total number of objects by the number of objects in the set removed.	join/joining sets

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
	in many different ways; to learn the place of zero in the order of numbers; to learn that zero is one less than one and that one is one more than zero; to understand and use numbers to denote position; to learn to recognize and use ordinal numbers "first" through "tenth"; to develop skill in the correct formation of the numeral 0; to recognize the numeral 0 and relate it to the number of the empty set; to be able to make quantitative comparisons of numbers without concrete representation of the number (using numerals only).		*Child's Expressive Vocabulary
A. Counting		There is a natural order of whole numbers beginning with zero. A given number is one more than the succeeding number. A given number is the succeeding number +1. Each numeral refers to a specific number. Each numeral is identified by a specific formation The word numeral refers to the symbol representing a number.	*number numeral *name *one (through) thirty *one more *more than *plus *less than *What number comes before______? What number comes after______?

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
II. Numbers and Numerals	To recognize the numerals from 1-20 and to relate each to the corresponding set or subsets; to recognize the printed word for numbers 1-10; to learn that a number is represented by a specific numeral; to develop skills in the correct formation of the numerals from 1-30; to be able to count from 1-100; to learn that there is a natural order of whole numbers; to use one-to-one counting as a way of identifying the number of a set; to learn to count the number in a set by recognizing subsets and starting to count with the number in that subset; to develop the ability to compare two numbers--that their relation can be thought of in two ways (greater than, less than); to develop the abstraction of the number concept; to learn the word "numeral" as reference to the mark or written symbol; to learn that the word "number" refers to quantity or how many; to understand the concept of "one-more" by using the plus (+) sign (1+1 to 9+1); to gain an understanding that a number can be represented or written		

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
		The word number refers to quantity or how many. In joining sets or subsets, if the quantity of one set is recognizable without counting, begin counting from that number and proceed to join the sets.	*Child's Expressive Vocabulary
B. Comparison of Numbers		A given number is one less than the proceeding number. A given number is one more than the succeeding number. Numbers can be compared to make decisions concerning their relative size (matching sets). The terms greater than or less than are used to compare non-equivalent sets. Relationships of greater than and less than are indicated by the use of symbols: greater than > less than < For any given pair of whole numbers, one of three statements is true: <, > or =	*greater than *less than the same as (or) equal to *smallest *largest

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
C. Ordinals		Positions in any row or column have special names. Position names can be written in two ways (1st and first). A numeral or word can be used to indicate the relative positions in a given set. When numerals are used to denote position, there is no concern with the total number of objects in the set, only the position which given objects have within a set.	*Child's Expressive vocabulary *first *second *third *fourth *fifth *sixth *seventh *eighth *ninth *tenth *last *next *row column
D. The Empty Set (Associated with the number "O".)		The numeral "O" represents the number (zero) of the empty set.	*zero empty set *nothing (used only in relation to contents of empty set)

	UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
III.	Addition and Subtraction	To gain an understanding of the concept of addition and subtraction; to gain an understanding of the inverse relation between addition and subtraction; to learn to write equations which relate to the set representation of addition and subtraction; to learn to solve equations with a missing addend (less than 10); to use the placeholder $\square$ i.e. $2 + \square = 3$ and Δ i.e. $2 \Delta 1 = 3$ in different positions in the addition and subtraction equations; to recognize and understand + as the addition sign; to recognize and understand - as the subtraction sign; to determine the operation required in a given notation; to learn the subtraction and addition combinations through 10; to understand the likeness of the mathematical equation (for addition and subtraction) and the vertical notation and to use them interchangeably; to understand and use zero in addition and subtraction combinations; to learn about the		

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
	properties of zero; to understand the commutative or order property of addition; to understand the associative or grouping property of numbers (3 addends in equation [sum of 10 or under]); to relate the associative or grouping property to column addition (sum of 10 or under); to understand the associative property as it relates to column addition; to understand and use the process of "scrambling".		*Child's Expressive Vocabulary
A. Addition		A new set is formed when one set is joined with another. When joining two sets, the number of the new set is called the sum. Many numerals can represent the same number. The equation is a written form of a mathematical sentence. The symbol + is used to indicate addition (plus). The addition table is a way of reviewing and organizing known combinations.	*add sum addition *How many? *How many more? *plus equation

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
		Addition and subtraction have an inverse relationship. Missing addends can be found through the subtraction process.	
1. The commutative or Order Properties of Addition		The order in which two sets are joined does not alter the cardinal number of the union of the sets. The order in which two numbers are added does not alter the sum.	order equals (or) the same as
2. The Associative or Grouping Property		The manner of associating or grouping three numbers does not affect the sum of these numbers (addition is associative). Addition is a binary operation (on two numbers, only one pair of numbers can be added at a time). Scrambling the addends is the process of combining commutativity and associativity.	
3. Zero as a Missing Addend		If an empty set is joined to any given set, the new set that is formed has the same number of elements as the given set. When zero is subtracted from a given set, the new set formed has the same number as the given set.	

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
IV. Fractional Numbers	To understand the fractional number one-half; to recognize 1/2 as the numeral for the number one-half.		*Child's Expressive Vocabulary
		If an object is separated into two parts of the same size, each part is one-half of the object. The numeral that names one-half is 1/2.	halves *one-half

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
V. Measurement			
A. Linear	To understand the inch and foot as units of measurement; to be exposed to approximation in measurement.	There is a standard unit of measure for an inch. There is a standard unit of measure for a foot. A ruler can be used to measure. Units of measure can be used to find out how long an object is. Measurement can be given to the nearest inch or foot and are not always exact.	*inch foot measure length *ruler almost
B. Time	To learn to tell time to the hour; to learn how to read the calendar; to learn to understand day, week and month as a measurement of time.		
1. The Clock		The time on the clock determines what activities will be at any given moment. Time is measured by means of a clock.	*clock time *o'clock hour What time is it?

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
		The short hand points to the numeral that tells the hour. The hour can be expressed as ______ o'clock.	*Child's Expressive Vocabulary half past
2. The Calendar		There are seven days in a week (Seven days measure the same amount of time as one week). Each day of the week has a different name. There is an order to the days of the week. The days of the week can be named with ordinals. A month measures a longer period of time than a day or a week. One month does not always measure the same amount of time as another month. A month has no regular day of beginning	*day *week *month *Sunday *Monday *Tuesday *Wednesday *Thursday *Friday *Saturday *today *tomorrow *yesterday *date

UNIT	UNIT GOALS	CONCEPTS	VOCABULARY
C. Money	To learn that money is a measurement of value; to understand the relation between the penny, nickel and dime as units of a measurement value; to learn to recognize and understand the use of the symbol ¢; to learn to work with money having totals of 10¢ or less; to learn the comparative value of different sets of coins whose total is 10¢ or under.		*Child's Expressiv Vocabulary
		The value of 5 pennies and a nickel are equal. The value of 10 pennies and a dime are equal. The value of 2 nickels and a dime are equal. The value rather than number of coins determine the buying power. The symbol ¢ is an abbreviation for the word cents.	*cents *nickel *penny *dime *money

MATH VOCABULARY (EXPRESSIVE)

PREPRIMARY 1^1 LEVEL

set
the same
number
numeral
name
one (through) thirty
plus
greater than
less than
more than
the same as (or) equal to
smallest -- largest

first
second
third
fourth
fifth
sixth
seventh

eighth
ninth
tenth
last
next
zero
row
nothing

add
plus
subtract
take away
equals (same as)
one-half

inch
ruler

clock
o'clock
day
week
month
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
date

today
tomorrow
yesterday

cent
nickel
penny
dime
money
What time is it?

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SEQUENTIAL STAGES
IN THE
DEVELOPMENT OF SPEECH
IN THE
HEARING IMPAIRED PREPRIMARY CHILD

Some Considerations Regarding Speech Development

Focus: The normal hearing child develops speech in sequential stages of growth. His speech development depends on what he hears and what he absorbs from his environment. He learns to attach meaning to all the sounds that he has internalized, including the inflectional patterns of the human voice and human speech itself. The first year of life for the hearing infant may well be called "the listening year". It is after a long period of time that the hearing youngster enters into the expressive aspects of speech.

The hearing impaired child's speech develops in sequential stages also. By involving the child in a wide variety of rich and stimulating experiences, the hearing impaired child prepares himself to talk. This year for him becomes a year of absorbing language concepts, developing specific auditory skills and readiness for speech. It is not a time for precise articulation.

It should be noted that the teacher assesses the child's readiness and growth for speech as an on-going aspect of her teaching. If the teacher feels that an individual child can proceed to formal production of phonemes, syllables, words, and sentences, she begins formal work with him.

Developmental Scales of Speech and Language
in the Normal Hearing Child

Focus: These behavioral scales form the basis for the sequential stages of speech and language acquisition in the hearing impaired child. These scales give parents and teachers some realistic expectation levels for the hearing impaired child when we consider the child's "hearing age". By "hearing age" we mean the length of time the child has worn his aid as an effective source of stimulation for perceiving sounds, acquiring speech, and acquiring language.

12 Months

Gives toy on request when accompanied by a gesture (Boone)

Has two words in addition to "mama" and "dada" (Gesell)

Differentiates phonemes by imitation (Piaget)

18 Months

Carries out two directions with a ball (Gesell)

Uses 10-20 meaningful words (Gesell, Travis, Wood)

Identifies simple pictures from names (Cattell)

Asks for wants by naming object,,e.g., milk, cookie (Cattell)

Uses vocalization in protest (Metraux)

24 Months

Carries out four directions with a ball (Gesell)

Uses Two-three word sentences (Gesell, Schreiber)

Answers simple questions (Cattell)

Has Common expression: "Mine" (Metraux)

Uses pronouns but not correctly (Gesell)

Nouns predominate; some verbs; few adjectives and adverbs (Irwin)

30 Months

Uses Holophrase; use of pivot and open classes (Bruner)

Uses Regularization to form plurals (Ervin-Tripp)

Gives full name on request (Gesell)

Uses Common expression: "I did" (Metraux)

Understands "just one block" and can respond appropriately when instructed to "Give me just one block". (Cattell)

Refers to self by pronoun, not name (Gesell)

Developmental Scales of Speech and Language in the Normal Hearing Child

36 Months

Repeats 6-7 syllable sentence (Gesell)

Repeats 3 digits to examiner (Robbins)

Uses Compound and complex sentences (Van Riper and Schreiber)

Tells...what he's drawn, what is happening in a picture, his sex (Gesell)

Masters of all vowels (Hurlock, McCarthy)

Carries out commands using two different prepositions (Gesell)

Uses Common expression: "I wanna" (Metraux)

42 Months

Has 90% intelligibility

Uses Sentences 10-11 words (Bellugi and Brown)

48 Months

Frequently uses "why" and "how" (Gesell)

Has prepositions, past-present-future tenses, articles (Schreiber)

Repeats 4 digits to examiner (Mecham, Robbins)

Carries out 4 commands using different prepositions (Gesell)

54 Months

Gives information about self; may be rather boastful (Metraux)

60 Months

Sentence length is 4-5 words (Schreiber)

Can identify or name 4 colors (Gesell)

Can count 10 objects and tell his age (Gesell)

66 Months

Recites numbers 1-30 (Mecham)

Can repeat a 12 syllable sentence (Mecham)

Carries out, in order, a command of 3 parts (Gesell)

72 Months

Knows left and right (Gesell)

Knows number of fingers on one hand and total number on both hands (Gesell)

Can participate in spoken arguments and primitive quarrels (Piaget)

General Speech Sound Development

Birth to 1 year:

Undifferentiated reflexive vocalizations; babbling, paired syllables (Berry & Eisenson, Wood)

1-2 years

Acquisition of vowels: /i/, /I/, /e/, /ɛ/, /æ/, /ʌ/, /ɑ/, /ɔ/, /o/, /u/, /ʊ/ (McCarthy)

2-3 years

Mastery of above vowels (Hurlock, McCarthy)

3-4 years

Consonants: /p/, /b/, /m/, /w/, /h/ (Berry & Eisenson, Mecham)

4-5 years

Consonants: /t/, /d/, /n/, /ŋ/, /j/, /k/, /g/ (Berry & Eisenson, Mecham)

5-6 years

Consonants: /f/, /v/ (Berry & Eisenson, McCarthy)

6-7 years

Consonants: /s/, /z/, /tʃ/, /ʒ/, /dʒ/, /tl/, /ɹ/, /θ/, /ð/, /kw/

(____________________)

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Dimensions of Speech Development
for the Hearing Impaired Child
at the Preprimary Level

Focus: The teacher is the child's model. She must use appropriate language structure and natural speech production following good inflectional contours so the child has a good model for imitation.

Prior to formal speech training, the child should be involved in a wide variety of pre-speech activities. These experiences are a prerequisite for natural speech (marching, listening to a piano, beating a drum, playing in rhythm bands and blowing):

A. The teacher must remember all the components of speech--intonation, accent, rhythm and quality as well as articulation. All these aspects of speech should be developed through auditory imitation first.

B. Imitation is the most important technique used for speech teaching. The child should be encouraged to approximate in speaking what he listens to.

C. The teacher is asked to be gentle and encouraging in making corrections of a child's speech so that he maintains a desire to communicate orally. She accepts approximations and rewards them.

D. There should be group speech activities each day.

E. Each child should have a daily individual speech session.

F. Make maximum use of the child's personal hearing aid, especially during individual speech periods in order to develop good listening skills.

The Objectives for Speech Development at the Nursery Level

1. To develop a listening attitude on the part of the child. This means alerting the child to certain relevant sounds in his environment, to his own voice and other's voices, and to human speech itself.

2. To prepare an environment where the child can add meaning to the sounds he hears and learn the appropriate response to them.

3. To encourage oral responses which link him to his activities.

4. To provide a natural, fluent model for speech which he can learn to imitate.

Formal and Informal Speech Curriculum

Nursery Level

Focus: At the nursery level the emphasis is on the development of oral language and encouraging talkativeness. Additional emphasis is on language input to provide a foundation for speech output. The child is taught to identify relevant sounds in his environment, to respond to other's voices and to become aware of his own voice.

Speech Curriculum

1. Speech is based on experiences at this level. The child is encouraged to respond to his activities with oral language. His speech attempts are praised and encouraged. The habit of using speech is instilled. Parents are asked to respond with appropriate language as a part of each experience they share with their child.
2. Speech patterns are given by the teacher when the child needs them. He learns to imitate patterns he is unable to use naturally. Newly learned speech patterns are expected to be used.
3. Speech is associated with the way it can affect behavior and with how it expresses ideas and feelings. The child learns how to request materials and how to relate his needs to the teacher. Once the vocabulary is learned, the child is expected to use it.
4. Activities that are fun for the child are included in speech development whenever possible at the nursery level. Simple songs, nursery rhymes, games and finger plays are good activities to develop speech. Animal sounds can be identified and imitated.

The Objectives for Speech Development
at the Kindergarten Level

The major emphasis at the kindergarten level is the development of natural speech and natural language. The child should be encouraged to initiate speech and use it functionally. He should be encouraged to:

1. develop awareness of intonation, rhythm, accent and pitch through auditory patterning, and attempt to imitate these variations;
2. attempt some approximation of simple words, phrases, sentences and common expressions;
3. develop some exact speech production in association with formal teaching of certain phonemes through the Northampton Chart, in the sequence suggested in the Formal Speech Curriculum;
4. strengthen self-confidence and encourage the child to express his own personality by communicating his ideas orally.

The Objectives for Speech Development
at the 1^1 Preprimary Level

The development of good speech in the context of connected rhythmic language is the primary objective at this level. The objectives:

1. To improve rhythm, pitch, inflection, accent and volume control.
2. To encourage clear expression of the vocabulary and language developed at the nursery and kindergarten levels. Songs, poems, and phymes suitable to interest of class should be taught.
3. To review the previous years chart work, primary spellings only.
4. To present secondary spellings of the Northampton Charts as they are needed.
5. To develop recognition and production of all elements not taught in Kindergarten in order to complete the consonants, except for ch, zh, and j.
6. To develop the recognition and production of all the vowel sounds, primary spellings, not taught in Kindergarten.
7. To initiate on the initial consonant r-- and l-- combinations and final -- l consonant combinations.

Formal Speech Curriculum

Kindergarten/Grade 1^1

Focus: The common spellings of English words are grouped according to the sound they represent. Once the hearing-impaired child is able to learn the multiple spellings of a single sound, he is able to unlock the pronounciation of unfamiliar words. He intuitively forms rules of word attack and independent speech skills.

1. Curriculum Outline

The basic approach for the development of speech lies in the Northampton Charts.

The order of presenting sounds to the young hearing-impaired child depends on the child's needs and the ease with which he can imitate and produce the simpler sounds.

By the end of level 1^1, the child is responsible for producting and recognizing all the elements on the consonant chart except ch, sh, and j, and all the primary vowel spellings.

By the end of level 1^2, the child is responsible for all the secondary spellings on both the vowel and consonant charts.

2. Order of Presentation of Sounds on Northampton Charts

Those sounds that are simple to imitate and produce are presented first. Once a sound is learned, it is immediately placed in a syllable or word context.

wh
p
f
$\overset{1}{\text{th}}$
a(r)
$\overset{1}{\text{oo}}$
-u-
s
t
aw
ou
m
ee
k
n
o-e
b
l
w
ur

are taught ed
short vowels/ as a unit (precede and follow/ with consonants)

-a- -e- -i- -o- -u-

th
sh
-ng
oo
g
d
v
qu
z
r---

3. **Marking Words for Speech According to the Northampton Charts**

   a) **Underline the letter in the word that is not phonetic. Sometimes, more than one letter may be underlined,** but only for the element being taught.

   e.g., **bought**

   b) **Write the correct sound for speech underneath or below the line.**

   e.g., **bought**
   aw

   c) **All numbers go above the consonant or vowel they are specifying.**

   e.g., **to'oth'**

   d) **Cross out silent letters with an X.**

   e.g., **Knife**

   e) **Use this marking for long vowels ‿ (a - e).**

   e.g., **name cake**

   f) **Do not rewrite the entire word for speech work. This is time-consuming and defeats the purpose of the charts.**

   g) **Point out the secondary spellings and specify by a number when this is applicable. Never rewrite in secondary spellings.**

   e.g., $\overset{1}{\text{e}}$**ach (not ech)** **he**$\overset{2}{\text{a}}$**d (not hed)** **n**$\overset{1}{\text{o}}$**w (not nou)**

   h) **Develop the chart one element at a time. Make many associations** for **the primary and the secondary spellings before you expect the child to know** and distinguish them.

   i) **Use colors (blue for breath; red for voiced consonants and all the vowels; brown for the nasal consonants) in early primary grades but do not use colors beyond the 1-1 level. Colors should also be used in speech drills at these early levels.**

4. Marking syllables generally begins at grade 2.

The Northampton Charts

I. How to Develop the Vowel Chart and the Consonant Chart

- A. Give the auditory pattern of the sound alone with no visual or tactile clues. Stimulate an awareness of the sound in a meaningful way to the children.
- B. Reinforce the sound with each child in individual speech period.
- C. Present the written symbol informally to the group and to each child during individual speech period.
- D. Put the written symbol on a chart in front of the whole group. Never put the written symbol on the chart until the children can produce the sound.
- E. As the sound occurs in oral and written activities during the day, review the symbol by referring to it on the chart.

II. Developing Sounds from the Phoneme to Longer Units

- A. The readiness level of the child and his vocabulary needs determine the timing for presenting new sounds.
- B. When two elements have been learned (a vowel and a consonant), they should be joined into a syllable?

  Example: boó baw ba(r)

- C. Once a syllable is spoken with ease, a breath group of three like syllables should be developed.

  Example: fee fee fee

  Then three unlike syllables may be used.

  Example: fee foo faw

- D. Accent is introduced at this time, using instruments for auditory patterning.

  Example: Beat out on the drum. — – –
  Clap out rhythm. / ..

- E. As soon as possible, the new sound should be put into words and combined into a phrase or short sentence.

Consonant Sounds

h —					
wh	w —				
p	b	m			
t	d	n	l		r —
k c ck	$\overset{1}{g}$	ng n(k)			
f ph	v				
$\overset{1}{th}$	$\overset{2}{th}$				
$\overset{1}{s}$ c(e) c(i) c(y)	z $\overset{2}{s}$				
sh	zh $\overset{3}{s}$ $\overset{2}{z}$			y —	
ch tch	j $\overset{2}{g}$ — — ge dge			x = ks qu = kwh	

"In examining the consonant chart it will be noted that the lefthand column is occupied by the English breath consonants; the second line by the voiced forms of the same sounds; the third by the nasal sounds. The horisontal arrangement classifies these sounds according to formation. A dash following a letter indicates that the sound is initial in a word or syllable." Formation and Development of Elementary English Sounds; Yale, Caroline A.

Vowel Sounds

$\overset{1}{\text{oo}}$ (r)u—e (r)ew	$\overset{2}{\text{oo}}$	o—e oa —o $\overset{2}{\text{ow}}$	aw au o(r)	—o—
ee —e $\overset{1}{\text{ea}}$ e—e	—i— —y	a—e ai ay	—e— $\overset{2}{\text{ea}}$	—a—
	a(r)	—u— —a * —ar —er —ir —or —ur —re	ur er ir	

a—e ai ay	i—e igh —y	o—e oa —o $\overset{2}{\text{ow}}$	ou $\overset{1}{\text{ow}}$	oi oy	u—e ew

"In the vowel chart, the upper line contains the scale of back round vowels (those modified chiefly by the back of the tongue and the rounded aperture of the lips). The second line contains the scale of front vowels (those modified chiefly by the front of the tongue). The lowest line contains all the diphthongal sounds, for a and o, although previously appearing in the scales to which their radical parts belong, are repeated here has being by their compound nature properly classified with diphthongs." Formation and Development of Elementary English Sounds; Yale, Caroline A.

* Regional dialect: not represented locally.

Directions for Speech Development

Grade 1[1]

This speech curriculum is a suggested progression / to use for review and development.

Some groups will need less time for review. Therefore, the teacher should program/for each child individually according to his level of development.

I. Review (about 3 months)

A. Review these elements

B. Review syllables, combinations and breath groups

C. Review words taught including these sounds

D. Develop speech charts as you review

wh
p
f
th
a(r)
oo
-u-
s
t
aw
ou

II. Develop (about 1 month)

m
ee
k
n
o-e

III. Develop (about 1 month)

b
l
w—
ur

IV. Continue to review as you develop (about 1 month)

i-e, a-e, oi, u-e

Teach dipthongs as a unit

h— (Never present h without a vowel following it)

Directions for Speech Development

V. Review and develop (about 1 month)

Teach short vowels as a unit (precede and follow these with consonants). Make "word families" with the children.

-a-/-e-/-i-/-o-/-u-

fat
sat
cat
mat
pat

hop
mop
top

VI. Review and develop (about 1 month)

$\overset{1}{\text{th}}$
sh
--ng

Teach:

$\overset{2}{\text{oo}}$
g
d

VII. During the /remaining months include continuing review and correction of all speech sounds presented as they occur in syllables, words, expressions and simple sentences.

v
qu
z
r--

Relaxation and Readiness Activities
Helpful for Speech

I. Relaxation and Breathing

Focus: It is essential that the child develop a relaxed and interested attitude toward speech oriented activities. Proper breath control is fundamental to fluency in speaking. The following are suggested activities.

A. Examples of relaxation exercises

1. Stretching.
2. Yawning.
3. Rag doll exercise. (Drop arms and relax entire body and roll head all around.)
4. Arms raised--twist body.
5. Bending over relaxed--flopping arms from side to side.
6. Say p--five times on one breath.
7. Hum.
8. Whisper "up" several times (three up to as many as possible).

B. Examples of breathing exercises

1. Blow tissue paper across a table. (Make it a game.) Run a race of papers. Don't puff cheeks.
2. Blow out a candle. Blow a puff of air. Then blow a sustained stream of air.
3. Blow ping pong up an inclindd board or in a specified direction in a target game.
4. Breathe deeply three times.
5. Sustain a vowel while slowly expelling breath.

II. Tongue and Lip Exercises

Focus: Tongue and lip control are necessary for precision in speech. Exercises can be useful in gaining that control. The following activities are suggested.

1. Thrust the tongue far out quickly and draw back cuickly. Use a mirror if nedessary. Make up combinations of this exercise for rapid and slow changes of position.
2. Turn up point of tongue and apply it to different points on the lips, teeth, and roof of mouth. (i.e., center of lip, teeth, roof of mouth, cheek, gum)
3. Turn point down over lip or lower teeth as far as possible.
4. Flap the point as in saying "la la la la".
5. Position the point of the tongue behind the upper teeth. Open and close the teeth while holding the tongue in that position.
6. Open the mouth, narrow the tongue and move it rapidly from side to side.
7. With the mouth open, but not too wide, let the tongue lie soft and flat in the mouth.
8. With mouth open about the width of two fingers, keep the tongue flat and perfectly still. The test to ascertain whether the tongue is under complete control is to place it in any position and hold it perfectly still.
9. Trill the lips using voice.
10. Trill the tongue.
11. Assume the lips positions, without exaggerating them, for the vowels "a(r)", "oo", "aw", "ee".

III. Voice Development

Focus: Good voice control is essential for good speech intelligibility. The child needs to utilize effective tactile and kinesthetic cues in order to enhance his auditory monitoring system. Some suggested activities are listed.

A. Voice Building Exercises

1. Babble (vary from high to low to medium pitches).

2. Say du several times on one breath (work up from three to twelve).
3. Say gu several times on one breath (work up to twelve, or as many as possible).
4. Step up on a stool and say "high" with a high pitched voice. (And step down and say "low" in a lower pitched voice.)
5. Sustain voice for successively longer intervals.
6. Stretch a rubber band and sustain "ee" (Compare the distance stretched with each child's previous attempt.)
7. Match against a piano note for pitch, volume and length of tone.

B. Exercises for Developing Resonance

A few minutes daily is better for drills for oral and nasal resonance than a longer period once or twice a week.

1. Oral resonance exercises.

   Practice each consonant with the long vowels as:

   bee

   bee, bo

   bee, bo, bo

   bee, bo, bo, boo

2. Exercises for nasal resonance.

   a. Repeat a syllable three times

hum, hum, hum	pam, pam, pam
hun, hun, hun	pan, pan, pan
hung, hung, hung	pang, pang, pang

   b. Hum the sound of m---.

   Keep the lips closed and let the voice vibrate all through the head.

   c. To open all resonance chambers in the head, practice the syllable -- dum in breath groups.

3. Exercises for oral and nasal resonance.

   a. Practice the syllable "hung" followed by vowels to use contrasting movements. This is a particularly good exercise for lazy velums and to modify a muffled voice quality.

      hung. . . . . up

      hung. . . . . on

      hung. . . . . in

      hung. . . . . all

C. Voice Projection Exercises.

After the child can control the pitch, voicing and resonance to some degree, voice projection needs to be developed. Short, daily exercises can be used.

1. Expel all the breath in the lungs at once saying the following:

   No! Hey! Look out ! Go!

2. The child uses expressions as indicated in the vocabulary guide in a moderately loud voice and within single breath group.

3. Work for a light touch, demanding rapid but distinct speech in the following:

   Hip - hop

   Pip - pop

   Tip - top

   Pop - corn

   Rub - a - dub

   Rub - a - dub

   Bubble - babble - bubble

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AUDITORY TRAINING

FOR THE PREPRIMARY HEARING IMPAIRED CHILD

INTRODUCTION

The following material is adapted from Doreen Pollack's work, Educational Audiology for the Limited Hearing Infant, and forms the basis for the auditory approach to language development in the Minneapolis infant program. The exercises in the following section were designed to begin with the child who needs to be taught an awareness of sound. It is necessary to establish the child's ability in relation to the sequence in order to develop the skills which the child has not yet attained.

Many children in the nursery-kindergarten grades may still be functioning below the first basic level. These children require an intensive program based on Pollack's sequential steps. The objectives remain constant for the child's auditory needs. The activities, however, must be expanded in order to continually motivate and encourage the child to develop his listening skills as he moves from one auditory level of achievement to the next.

AUDITORY TRAINING

Audition is a word, an attitude, an atmosphere and a process of listening purposefully in communication with others through conversation.

Goal: The sense of hearing integrated into every aspect of the child's total personality development and his interpersonal relationships. The use of sound for communication.

This primary goal is not attainable by all children. Each teacher must be aware of the individual limitations and strengths of each child to help each of them develop to his own potential.

Objectives: Teacher

1. An attitude of natural interest, caring and playfulness.
2. An individually prescriptive program for each child in the development of initial auditory skills, moving sequently and freely from babbling and voice games to words and sentences.
3. Activities appropriate to the child's age, developmental and interest level and thus meaningful to him, for encouragement of long-term memory.
4. The guidance of a parent to apply and reinforce appropriate listening behaviors and skills at home.

Objectives: Parent

1. Ability to capitalize on environmental sounds of potential interest to the child, calling his attention to them and utilizing natural conversation connected with his experiences to develop a listening function.
2. Ability to report the evidence of listening behavior and response to sound by a child in his home and neighborhood.

Objectives: Child

1. Development of an auditory feedback mechanism so that the child recognizes the sounds he makes and that are made by others: individuals and objects.
2. Ability to monitor his own voice in terms of pitch, duration, intensity, intonation patterns.
3. Development of hearing perception, through the following sequence:[1]

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[1] Pollack, Doreen Educational Audiology for the Limited Hearing Infant. Springfield, Illinois. Charles Thomas, 1970.

(from Pollack, D. Educational audiology for the limited hearing infant) p. 75-76.

A. Awareness of loud and quiet sounds.

B. Learning to attend, or listen to a variety of sounds.

C. Localizing the source of these sounds (associating object with sound)

D. Recognizing these sounds (i.e. knowing the meaning of them).

E. Reacting appropriately to them.

F. Imitating or using them.

Important Note:

Prior to any auditory training, two conditions must obtain:

1. The child must show some awareness, a look or a verbal response to sound, including conversation.

2. The child must give evidence of searching for a sound, not true localization but turning and seeming to wonder "what is that?" If he does not, it is a diagnostic warning signal.

3. Diagnostic observation: if the child is intact auditorially but delayed in motor development, keep this in mind. Systematic informal teacher analysis of the child's developmental levels: motoric, intellectual, social, physical determines the objectives and expectations for each child.

The Core of Listening Experiences

(from Pollack, D. Educational audiology for the limited hearing infant) p.76

1. Vocal play
2. Music
3. Noisemakers
4. Other environmental sounds
5. Prespeech activities
6. Speech and language

Activities relate to the developmental level of the child and depend upon a teacher's informal systematic analysis for expansion or modification of activities designed to meet individual behavioral objectives for each child.

Levine, E. Youth in a soundless world, New York, New York University Press, 1956. Dr. Levine observes that a child becomes a conceptualized being before he becomes a verbalized being. Sounds, therefore, having meaning -- footsteps, music, rattle, bottle, doorbell, etc., and this auditory experience seems to prepare the child for spoken language, in terms of its having auditory meaning to him.

Depending upon the developmental level of the child when he is fitted with one or two hearing aids, the following activities are samples of appropriate beginnings for auditory training and should be repeated and reinforced.

1. Reflexive level - physiological level of awareness.

    Activities:

    A. Normal human voice (all around the child)

        1. talking
        2. singing
        3. cooing
        4. calling
        5. playing games (pat-a-cake, peek-a-boo, etc.)

    B. Noisemakers

        1. crib toys
        2. horns
        3. bells
        4. musical instruments
        5. music boxes
        6. push-pull toys
        7. container (can) of things that rattle

    C. Environmental and gross sounds

        1. electrical appliances
        2. alarm clocks
        3. stove timers
        4. door bell
        5. slamming doors
        6. telephone
        7. motorcycles
        8. running water
        9. flushing toilet

10. television

11. radios

12. barking dogs

2. Attending to sound

The child is aware there is a sound outside of himself but he may not know its identity or source.

Activities:

At this point activities revolve around helping the child identify the sound and sound source immediately.

A. Hide noisemakers in a box (horn, bell, musical instrument). The teacher, parent or animal puppet makes appropriate sound. Child is encouraged to imitate activity.

B. Knocking on door
Teacher or parent plays game with child knocking on and answering door with appropriate language.

C. Answering telephone
Stage telephone call from friend having child close by phone. When mother sees child's awareness of ring, she says, "I hear something." "The telephone is ringing." "Do you hear it?" "Let's answer it." "Say, 'hello'".

Similar types of activities can be used to identify all gross sounds which are part of the child's familiar environment.

3. Orienting or localizing

The preceding activities can also be used to encourage and teach the child to localize the source of sound.

4. Associating sounds with meaning.
Child needs to learn that sounds have meaning.

A. Environment

He begins to associate mother's voice with mother and certain environmental sounds with their sources.

1. rattle of pots and pans means that mother is washing dishes
2. running water means it's time for a bath
3. power mower means Daddy is cutting the grass

B. Child's own voice

He needs to learn that he can use his own voice to manipulate his environment, to create change to satisfy himself and others.

C. Inflections

Eventually the child will be able to discriminate the meaning of inflectional patterns -- joy, anger, questions.

5. Distance Hearing

Parent or teacher should begin to increase distance between child and sound source.

Activities:

A. Mother calling child from increasing distances.

B. Play game "Hide and Seek".

C. Marching to drum (or other musical instrument), stopping on absence of sound.

D. Alarm clock -- hiding preset alarm clock -- looking for source of ring when it sounds

6. Auditory Feedback

Imitative vocal play and babbling. This includes child recognizing sound he makes and monitoring his own voice volume, duration and pitch.

Activities:

A. Pretending to be animals (woof, woof, for dog).

B. Mother says "Up, up, up." Child imitates rising inflection.

C. Child tries to sing.

D. Child tries to whisper.

7. Discrimination and recognition

As child learns to discriminate and recognize sound he is also taught the proper response (activity).

Activities:

A. If child hears a dog barking outside the door he will let him in.

B. If he hears mother calling he turns around or runs to her.

C. The child, when exposed to sound of three instruments behind his back can select the one making the sound and reproduce it.

8. Echolalia and imitation (a pre-symbolic state of imitating or repeating, generally without comprehension.)

This is an important step in auditory training and should be encouraged.

A. Imitative vocal play (repeating without meaning)

1. vowels
2. airplane noise
3. nonsense sounds

B. Sequence

1. vocal play
2. babbling
3. vowels
4. consonants
5. multi-syllables
6. words
7. short sentences

Activities:

Teacher or child, when engaged in activities such as pouring, sets a pattern and encourages child to imitate ("pour, pour, pour").

Pattern for Adult: speak....pause....wait for child's response (physical)....react (speak again).

Note: imitation refers to total activity, not just sounds.

Example: jumping rope at the time an adult says, "jump, jump, jump" with varied inflection.

9. Symbolic language

There is a sequence to the learning of symbolic language.

A. Functional words

1. "bye, bye"
2. "no"
3. "come"
4. "up, up"
5. "more"
6. "all gone"

B. Adjectives

1. pretty shoes
2. nice mama
3. big ball

C. Verbs (presented initially as a one-word command and gradually expanded.)

1. (Mama) come (come here!)
2. Stop (Stop it!)
3. Go (You can go)

D. Increased vocabulary

1. Naming things
2. Noun phrases
3. Verb phrases
4. Prepositional phrases
5. Complete sentence

Note: It is important to stop and test periodically to see whether child is really listening and associating meaningfully.

10. Development of auditory memory span and auditory sequencing.

Quite a slow process.

Child repeats two word combinations.
"Daddy's shoe....Mama's shoe....Baby's shoe....No shoe!

Teacher, showing picture. "What's that?"
Child: "Whazzat?"
Teacher: "That's a ball".

Teacher: "What's the boy doing?"
Child: "Boy sitting."

Teacher: "What's the boy got?"
Child: "Boy got a ball".

Feeding in the syntactic patterns of our language.
Teacher....Stand back....Child...."tan bah'.

In each instance of auditory training, the personality of the child, the degree of family support, the age of onset of loss modify the expected responses. Other factors being equal, the child with a moderate loss should achieve more rapidly.

A SEQUENCE OF AUDITORY LEARNING OBJECTIVES FOR HEARING-IMPAIRED CHILDREN

The following developmental sequence of auditory behavior is intended to assist the parent-counselor or therapist in developing appropriate expectations for the pre-primary hearing-impaired child.

The Parent-counselor or therapist should expect that initial audiological evaluation has been accomplished and that a hearing aid has been recommended before the child was referred for educational services. Occasionally a child may be referred for diagnostic therapy but in that instance a separate individual statement of objectives should be developed. The sequence of objectives also presupposes a hearing-impaired, not multihandicapped child. In the presence of additional significant handicaps, all expectations must be modified to some extent.

All age expectations have been dated fromtthe time of adequate hearing-aid usage. In some instances the child's chronological age may be an important factor. For example, no matter when hearing-aid usage is established a specified auditory behavior will not appear earlier than the age expectation for normal-hearing children. However, in general, the time sequence subsequently stated is in terms of severity of hearing loss and duration of hearing-aid usage (hearing age). In most cases we should find that the more severe the hearing loss, the earlier the diagnosis and provision of amplification. When a profound impairment is identified very late or a mild one very early, the time sequence based on duration of hearing-aid usage may require extensive alteration.

The suggested time sequence of expectations is based on clinical prediction simply because no other data are available to our knowledge.

We, therefore, can expect to err, but we also have an opportunity to modify our predictions based on empirical observations of children in the program. A word of caution is necessary. Never assume that a child's performance is necessarily limited by the audiogram that describes only one parameter of his hearing impairment. It is unfortunately true that if our expectations are too low the child may not progress as rapidly as his potential would allow.

Definitions

All labels applied to severity of hearing loss are based on arbitrary definitions and all of the players in this "name game" may vary the rules from time to time. The following labels are based on a three-frequency pure-tone average and assume a stable sensorineural hearing loss of early onset. These labels will not provide a good "fit" for conductive hearing losses, adventitious losses, or unusual audiometric configurations such as the ski-slope, saucer, or peaked curve. All labels apply to the best ear.

Mild: less than 45 dB pure-tone average (pta) re ISO 1964
Moderate: 45 - 70 dB pta
Severe: 75 - 90 dB pta
Profound: 95 with residual hearing at 1000 cps. or above
Deaf: vibrotactile responses in the lower frequencies only

Amplified Hearing

Optimally a hearing aid provides the child with near-normal hearing thresholds. This aided result, however, varies considerably from child to child. The differences appear to be dependent on several factors.

First, the less distortion present in a child's auditory system, the better will be listening performance with a hearing aid. Second, the more a child listens with his hearing aid, the better he will recognise the significance of the various sounds he perceives. Children can learn to recognise minimal auditory differences when sufficient practice is combined with prompt reinforcement of appropriate responses.

When the audiologist evaluates listening performance with an aid, the child's responses to both speech and pure-tone signals may be assessed. Often the child's aided response to speech (speech detection, awareness, or reception threshold) will be better than his aided pure-tone thresholds. In addition, each of these detection measures should improve with more listening practice. For example, a child with a severe hearing loss may give an aided speech detection threshold of 60 dB HL (a loud conversational level) after only one month of hearing-aid usage. The same child, after one year of hearing-aid usage, may give an aided speech detection threshold of 25 dB HL (a whisper level). Discrimination for gross differences in speech will also improve over the same time period.

It is essential to maintain the child's hearing aid in good working order. When the aid is malfunctioning the child not only fails to learn new material but may also learn not to listen. Adequate maintenance requires the combined efforts of parents, therapist, hearing-aid dealer, and audiologist. Parents must check the aid every day to be certain that it is functioning properly. The teacher or therapist should also listen to the aid at every session and if the child fails to respond to average loud conversational speech in a quiet room an inoperable aid should be suspected. The audiologist is responsible for regularly re-evaluating the adequacy of the child's aid for his hearing impairment.

Generally, the use of other amplifying systems (auditory trainers, loop systems, etc.) is not recommended for the preschool child. One reason for limiting training to use of the child's own aid is the uncertainty of transfer of learning from one system to another. In addition, recent studies have indicated that many of the special systems are not as reliable as the individual hearing aid.

Use of Auditory Objective Scale

The following list of auditory objectives describes the behavior by which the attainment of a specific skill can be inferred. The time scale is intended for predictive and evaluative use in the sense that progress of an individual child may be rated as unsatisfactory, satisfactory, or superior. The specified time expectation should be considered as an upper limit; if the child lags behind this expectation his status should be re-evaluated. Perhaps other significant handicaps are slowing his progress, or hearing-aid usage is inadequate, or hearing has changed, or his home environment does not reinforce listening. We have not described techniques for developing or teaching these auditory skills. For example, we are not suggesting that the parent or teacher use jargon to develop jargon in the child -- the child produces jargon only after sufficient interesting exposure to well-inflected, connected English speech. Appropriate listening activities are suggested in the curriculum materials.

Objectives

1. Adequate hearing-aid usage.

Behaviors: (all of the following)

Full-time usage (all waking hours) within six weeks after aid is obtained. Properly functioning aid as determined by daily listening trial by parent or substitute, routine check by teacher whenever child is seen, three-month check by hearing-aid dealer, and regularly scheduled check by audiologist.

2. Simple appreciation of amplified sound.

   Behaviors: (any one of the following)

   a. vocalization increases when aid is on, decreases when aid is off.
   b. child responds to loud voice at close range when aid is on by cessation of activity and/or searching.
   c. child "complains" when aid is on but inoperable.

A Sequence of Auditory Learning Objectives for Hearing-Impaired Children

Expectations: (all based on duration of hearing-aid usage unless otherwise stated)

Mild:	immediate
Moderate:	immediate
Severe:	within 3 months
Profound:	within 6 months
Deaf:	may not

3. Discriminates difference between speech stimulus and ongoing environmental "noise" by searching for human source.

Mild:	immediate
Moderate:	within 6 weeks
Severe:	within 6 months
Profound:	12 - 18 months
Deaf:	may not

4. Discriminates difference between cheerful and angry voice.

   Behaviors: (all of the following)

   Uses "scolding"voice appropriately.

   Responds with appropriate gestures indicating anxiety or pleasure.

Expectations:

Mild: immediate
Moderate: within 3 months
Severe: within 9 months
Profound: 18 - 24 months
Deaf: may not

5. Responds to voice from another room.

Expectations:

Mild: immediate
Moderate: within 3 months
Severe: 12 - 18 months
Profound: may not
Deaf: will not

6. Has learned basic inflectional and other prosodic features of English.

Behavior:

Offers jargon with apparent intent to communicate and including question inflection.

Expectations:

Mild: immediately, not before age 18 months
Moderate: immediately, not before age 18 months
Severe: 6-12 months, not before age 18 months
Profound: 18 - 30 months
Deaf: may not

7. Discriminates 1 vs. 2-syllable words in a closed rhythm and duration set without lipreading.

Behavior:

Consistently identifies by pointing to or picking out object, or by repeating, etc.

Expectations:

Mild: immediately or as soon as words are learned
Moderate: immediately or as soon as words are learned
Severe: 12 - 18 months

Profound: 18 - 30 months
Deaf: may not

8. Discriminates familiar words on basis of vowel differences.

Behavior: same as 7

Expectations:

Mild: immediately or as soon as words are learned
Moderate: immediately or as soon as words are learned
Severe: 18 - 24 months
Profound: within 36 months except for (i, ai, e)
Deaf: may not

9. Discriminates familiar instructions without lipreading.

Behavior:

Consistently performs requested activity.

Expectations:

Mild: immediate
Moderate: 6 months
Severe: 18 - 24 months
Profound: may not, but will perform more consistently with auditory than without in 24 months
Deaf: will not

10. Discriminates novel instructions (familiar words), without lipreading.

Behavior: same as 9

Expectations:

Mild: 6 months
Moderate: 12 - 18 months
Severe: may not, but will perform more consistently with auditory than without in 24 months
Profound: same as severe in 36 months
Deaf: will not

11. Localization of sound source -- with binaural amplification only

Behavior:

Indicates sound source by turning or pointing without visual cues.

Expectations:

Mild: within 3 months of binaural amplification
Moderate: within 6 months of binaural amplification
Severe: within 12 months of binaural amplification
Profound: may not
Deaf: will not

Secondary Objectives

1. Awareness of environmental sounds including train and motor noises, T.V., radio, animal noises, car horn, phone ring.

   Behavior: cessation of activity, searching for source, startle, or laughter.

   Expectations:

   Mild: immediate
   Moderate: immediate for most, 3-6 months for less intense, higher frequency sources
   Severe: 6 months for most, 12 months for less intense, higher frequency sources
   Profound: 6 months - 12 months for low frequency - high intensity sources; 12-24 months for less intense higher frequency sources.
   Deaf: 6-12 months for motor noises, train and airplane; probably will not develop awareness of most other sounds.

2. Recognition of environmental sounds.

   Behavior: associates sound with source by pointing, reaching for object or reproducing sound with appropriate source.

   Expectations: (approximately same time range but necessarily preceded by 1.)

   Mild: immediate
   Moderate: same as 1.
   Severe: " " "
   Profound: " " "
   Deaf: " " "

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3. Enjoyment of music.

Behavior: marking time, marching, dancing, "singing"

Expectations:

Mild:	immediate
Moderate:	immediate
Severe:	12-18 months
Profound:	18-30 months
Deaf:	may not [illegible]

Anticipated Results

Accomplishment of objectives 1 and 2 only(out of 10, p.143-147)

Results in speech: deliberate vocalization (examples: "testing" hearing aid, calling for attention), babbling during play, eventual production of a few highly visible and frequently used words. For older child -- "deaf" speech, usually combined with gesture, that is fairly intelligible to family and partly intelligible to others.

Results in other behavior: more noisy play, better attention span, more "in touch" with ongoing activities, less display of frustration.

Results in communication: dependent on visual information -- lipreading, reading, writing, gesture. May smile and nod to express understanding even when he fails to comprehend.

Accomplishment of objectives 3-8, out of 10(p.143-147)

Results in speech: jargon-type speech with intent to communicate. For older child -- mostly intelligible to family, less dependent on gesture, fairly intelligible to others despite noticeable speech defect.

Results in other behavior: probably will "talk" incessantly and demand attention to his speech. Begins to distinguish voices of family members.

Results in communication: Will converse with fair to good success depending on familiarity of content. Should be able to hear differences in vowel sounds and some consonant sounds that are visually identical or obscure. Will depend on both lipreading and hearing to understand oral communication. Will understand some familiar spoken messages without lipreading. More likely to request repetition when he fails to understand.

Accomplishment of objectives 9 and 10, also 11 if binaural amplification:

Results in speech: repeats even unfamiliar words with good approximation. Entirely intelligible to family and mostly intelligible to others.

Results in other behavior: not readily distinguished from normal-hearing peers.

Results in communication: As listening practice increases dependency on lipreading decreases -- may not attend to lipreading cues except in difficult listening situations. More willing to converse with strangers. May appear inattentive at times rather than hearing-impaired.

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AUDITORY TRAINING GUIDE

PREPARED FOR USE IN CONJUNCTION
WITH THE NURSERY, KINDERGARTEN AND
1' LEVELS SOCIAL STUDIES CURRICULUM GUIDE

AUDITORY TRAINING

This is a guide for teachers of children enrolled in the Minneapolis Public Schools Programs for the Hearing Impaired, Ages 3-6. It is based on the Curriculum Guide for Nursery, Kindergarten and 1^1 Levels. The ideas are adaptable to all units presented in the Curriculum Guide. However, only two units at each of the Kindergarten and Nursery Levels are presented. Teacher ingenuity and creativity will be called upon to supplement this guide.

This guide will only be effective IF:

* all hearing aids/auditory equipment are at maximum performance levels;
* all vocabulary has been pre-taught and well learned;
* teacher is consistent in demanding listening not lipreading;
* teacher expects realistic performance from her group in language and listening;
* the children enjoy listening--it must be rewarding for them.

Auditory skills are as important to our children as lipreading skills. Consequently, as much time should be spent in developing the listening ability as is spent on developing the lipreading ability of our children. Below are some suggestions for incorporating auditory training into your regular classroom routine offered by Helen Gladwin:

> Begin with attendance taking and a routine question "Can you hear me?" and the child's answer corroborated or corrected by teacher's check of hearing aid function. Same question is to be repeated if children are changed from individual aids to school amplifying equipment. Remind the children to "listen" at least as often as they are admonished to "Watch me--Johnny, you're not watching". Highly predictable instructions--e.g., "Get your mat, it's nap time."--should be offered without lipreading cues for many children. The teacher need not cover her face, just avoid waiting for visual attention. Signal devices can be auditory as well as visual. A bell or handclap followed by calling attention is vastly superior to flashing the lights--at least from my point of view. Unacceptable noise--banging chairs, shouting, chattering (we should be so lucky)--requires teacher's expressive comment about "too much noise" or "that's too loud", etc.

Social Studies - Science

Nursery Level Self Concept Unit

TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
Name	* Name cards for all children and teachers	Names of children in class	- Have children seated in front of teacher, maximum distance of 4 feet	5-10 Minutes
	* Card for covering mouth	Name(s) of teacher(s)	- Teacher covers mouth, calls child's name, "Where's John?"	
	* Plymouth Chart		- Child must raise hand when he hears his name	
			- Teacher uncovers mouth and says "That's right--I said ______ (name)"	
			- Teacher gives child his own name card from those in chart holder	
			- Proceed with same steps until all cards have been distributed	
			Variations:	
			*- Have children seated with their backs to teacher	5-10 Minutes
			- They can turn around when they hear their name	
			*- Have name cards in chart holder	5-10 Minutes
			- Teacher covers mouth and says a name	
			- Any child may raise his hand and choose the correct name from the chart	

TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
			*- Let children play "teacher" and give each a turn to cover his mouth and proceed as in first activity	10-15 Minutes
	* Photograph of children 		*- Follow same procedure as main **activity** using pictures **of children** rather than printed form of their name	5-10 Minutes

TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
Sex	* boys! * girls! * cards: Bob is a boy. Who Gail is a girl. Who * Plymouth Chart * cards for all children reading: a boy a girl	Names of children in class boy girl	(Hopefully, vocabulary has been pre-taught) - Have children seated in front of teacher, maximum distance of 4 feet - Have a boy and a girl cards enough to go to all children in the class - Have cards (above) in chart holder - Take one and ask "Who wants this card?" - Give it to the child who raises his/her hand, if it is appropriate. (If not, ask, "Is Gail a boy?" "No") - Repeat until all cards have been distributed - Cover mouth and say "a boy/ a girl" - Children with appropriate cards should hold them up - Continue until 90% of class raises proper cards with only auditory stimulus	10-15 Minutes

TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
Self Image	Pictures of body parts listed in curriculum → Plymouth Chart Mouth cover	Names of parts of body listed in curriculum (thumb nose mouth tooth arm ears eyes hands hair feet)	(Vocabulary should be pre-taught) - Have children seated in front of teacher, maximum distance of 4 feet - Have pictures of body parts in Plymouth Chart - Teacher covers mouth, names one of the body parts - Child points to body part named (Child raises hand) - Continue until all children can identify most body parts (80%)	5-10 Minutes
			Variations:	
			* Have children seated as above and point to own body part named rather than picture	5-10 Minutes
	Packet of pictures for each child of all body parts used		* Have children hold up pictures as teacher calls name (same as above--teacher's mouth covered or standing behind children as she says word)	10-15 Minutes

TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
I Can Do Many Things	Verb cards for each of verbs listed in curriculum Plymouth Chart Mouth cover Blackboard	(to) run (to) walk (to) jump (to) fall down (to) clap my hands (to) clap your hands (to) wash my hands (to) wash your hands (to) open ____ (to) shut____ (to) march (to) throw (to) sit down (to) stand up (to) laugh (to) cry (to) smile	- Using only verbs that children know, continue in same manner as with vocabulary above, having children do action depicted or written on verb card - Write on board or card (I ran walked) verb indicating past tense	5-20 Minutes (Depending on number of verbs covered)
			Variations: * After children have completed actions, write on board: Bobby ran. Who Suzi hopped. Who Tommy jumped. Who Tim washed his hands. Who - Ask question behind cover: Who ran? Who hopped? etc. - Have children answer with appropriate name	10-15 Minutes

TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
			* Ask questions behind cover: Who can run? Who can jump? etc.	10-15 Minutes
			- Have children answer "I can" and let them do so	
			* Have children take turns in first activity	5-20 Minutes
			* Continue with all concepts used in curriculum	

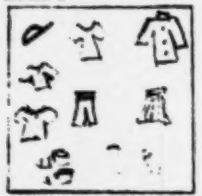
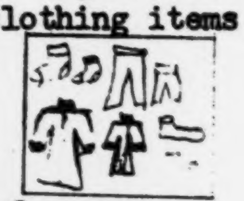
Social Studies - Science

Nursery Level

Clothing Unit

TOPIC	MATERIALS REQUIRED	VOCABULARY		ACTIVITY AND PROCEDURE	TIME
Clothing	- Pictures of all clothing named in curriculum → including various combinations of colored clothing. - (Peabody clothing kit would be a good starter for materials. - Plymouth Chart - Mouth cover	shoes a shirt boots mittens a sweater a cap a coat pants a dress a jacket (anymore that you would like to include)	blue green yellow red brown purple orange white black big little	(All vocabulary should be pre-taught) - Have clothing articles on floor or table in front of group - Cover mouth or stand behind group and ask for articles of clothing, i.e. Where's a dress? Where's a coat? Where are some boots? - Have children take turns and pick up articles saying "Here" or "Here it is/Here they are" depending on language level of group	10-20 Minutes
				- After children can consistently identify at least 50% of clothing articles, combine color words, i.e. I want the blue coat. I want the yellow shoes. (At this point, have only one color of each item)	10-20 Minutes

TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
			- Later have two or three colors for each item, i.e. a green dress a red dress a blue dress - Ask children for one specific item again having them respond with "Here", etc. - Ask for big ____ Ask for little ____ as above	
	Dolls -- boy and girl (Peabody dolls or paper dolls)	Boys and girls clothing items from above list	* See who can dress their doll first, boys or girls! - Have group divided into two-- boys and girls - Have clothing items and dolls in front of appropriate group - Cover mouth or stand behind group. Call off name of clothing item to one member of boy's group ("John, get the shirt.") and have child put item on doll	10-15 Minutes

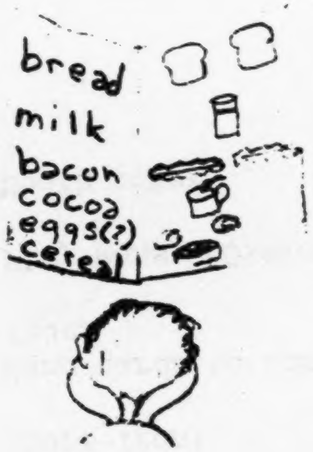
TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
			- Continue, alternating between girls and boys groups until doll is dressed	
			- Child must respond with correct item before he can dress doll	
			* Have small group or one child get color crayons and worksheet	10-15 Minutes
			- Sit behind children or cover mouth and give directions: (e.g.) Color the pants blue. Color the shoes red. Etc.	
			- Continue until all items are colored	
	Pictures of clothing items: 		- Have child point to: "the blue pants" "the green skirt" etc.	5-10 Minutes
	or Big and little clothing items  Color crayons		- Continue as above only specifying "the big shoe" or "the little pants"	10-15 Minutes

Social Studies - Science

Kindergarten Level

Foods Unit

TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
Food	- Pictures of foods listed in curriculum or plastic foods - Store-front - Name cards to identify foods - Play money (Optional) - Mouth cover	turkey hotdog hamburger bacon cereal a cupcake jello salad sugar salt pepper corn milk (to) eat (to) want "May I have _____?" "Thank you" "No, thank you" "Yes," "I don't have any _____." "Do you have any _____." "You're welcome." peas carrots bananas coffee cocoa crackers potatoes bread jelly butter popcorn peanut butter cookies	(All vocabulary used must be pre-taught) Play Store - Set up store-front with a grocery store containing all mentioned food items on shelves, on tables or on the floor behind the store front. - Have one child at a time be the "grocer" and stand behind store-front. - Teacher and children approach the store-front and behind cover card request a food item in the following way: Teacher: "May I have some bread?" "Can I have some _____?" "I want some _____." Grocer: "Yes." T: "Thank you." G: "You're welcome." A child may take the teacher's place but should follow the same questioning pattern (with covered mouth). - Have children take turns being the storekeeper.	This may be an ongoing activity all year long. The first exposure may take as long as 30 minutes but may later be "played" for as little as 5 minutes.

TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
	- Table chairs - Menu - Pictures of food groups (i.e., breakfast, lunch, dinner, snacks) - Plastic food items or pictures of foods listed in vocabulary (Sample breakfast menu) 	See "Store" activity	(All vocabulary should be pre-taught) Variations: * Restaurant - Have children seated at table. Give each a "menu". - Have one child act as waitress. - Behind menu have each child **"order" some food:** C: **"I'm thirsty. May I have some milk?** W: "Yes." Waitress brings appropriate item. C: "Thank you." W: "You're welcome." - Have children take turns being waitress. - This activity may be used for only one food item or for ordering a complete meal (depending on the language level of the group): "May I have some milk and bread? I'm hungry." "I'm hungry and thirsty. May I have some cocoa, eggs and bacon?"	See previous page

TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
	- Table and chairs - Table settings - Plastic or paper or real food items Okay. Please pass the bread	"Please pass _____." Review dishes Names of food items used	* Meal Time - Have children seated at the table - Have food items on the table - Taking turns, the children should ask for various food items in such a way that the child next to them must listen not watch for the cue - This activity may be adapted and useful at milk time - This activity may be used at times other than Thanksgiving (see curriculum)	See previous page

TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
Circus	- Pictures of circus animals - Records playing following types of circus music: Slow, even beat (elephants) with deep tones March time Lively music (clowns) - Pictures of: clowns elephants a parade	clowns elephants a parade short fat thin tall Circus animals of your choice Review: funny sad big little	(All vocabulary should be pre-taught) - Have children listen to "elephant" music - Have them play elephant and move in time with the music - Continue for clown music and marching music - Alternate two kinds of music and have children react with proper movements - Continue for all three	5-15 Minutes
	- Plymouth chart - Word cards for vocabulary used a big elephant a little elephant - Mouth cover - Pictures of vocabulary used	Same as previous activity in various combinations: "a big clown" "a sad clown" "a funny clown" "a little clown"	Variations: * Have children seated facing teacher - Teacher has word cards on her lap and picture cards in Plymouth chart - One at a time, teacher labels pictures from behind mouth cover - As child recognizes labels, he/she says "I know" and teacher gives appropriate card to child who places it on chart	10-20 Minutes

TOPIC	MATERIALS REQUIRED	VOCABULARY	ACTIVITY AND PROCEDURE	TIME
	- Records (as above) or piano music		* Have a circus parade - Assign children to two groups, elephants and clowns - As music starts, children must identify it and appropriate group must "act like ____"	5-15 Minutes
			* Call out names of groups and, "All the elephants can march" (play music) or "All the clowns can march" (for all groups of children)	5-15 Minutes

Additional Comments and Suggestions

Sex

The auditory discrimination between "a boy" and "a girl" is rather difficult and probably will need modification for some children--e.g., "Where's a big boy?"; "Where's a girl?"; or for more contrast, "Show me a girl." (then inflection will vary from question to command). Generally, phrases or short sentences should be preferred to one or two word stimuli. This is a good place to offer familiarity with the questions form, "Where's ____" and simple commands, "show me", "point to", "give me". The vocabulary is taught in this situation by repeated experience.

Self Image

Use question or command form (both should become familiar and alternate) "Where's your nose? Show me your nose." Use most audible contrasts first in a restricted set. For most children you start with two or three choices--eyes, nose and mouth might be good. If still too difficult, add color of eyes to give one more syllable--"blue eyes"--to provide simpler discrimination task. Note: always construct task where failure is occasional. To simplify, add duration or inflectional cues. For most children "feet", "hair" and "eyes" will be least audible and should not be included in the same set unless additional cues, e.g., brown eyes, two feet, big feet, etc., are given. However, children with sufficiently good discrimination should be given a chance to exercise this skill.

I Can Do Many Things

Same sequencing and modification as described for sex and self image starting with limited set of varying durations, e.g., "I can jump." "I can clap my hands." Note: "smile" and "cry" may be difficult to discriminate for many children. Provide duration and inflectional cues as needed.

Clothing

Suggest reverse order, e.g., "Where's the blue coat" versus "Where are the yellow shoes" is an easier discrimination than "Where's the coat" and "Where are the shoes". Note: Difficult discrimination on "cap", "green", "white". Also, may have difficulty on "shirt", "pants". Provide additional cues as needed. "Skirt" and "shirt" are very difficult contrasts if used in same set.

ADDENDUM

A Suggested A.M. Nursery Schedule

Individual Speech Sessions		Group Activities		
(8:20 - 8:30)	1	8:15 - 8:50	Arrival and Structured Play	
(8:30 - 8:40)	1			
		8:50 - 9:10	Greeting Group Speech Calendar Weather	2 Groups
(9:10 - 9:20)	1	9:10 - 9:20	Auditory Training	
(9:20 - 9:30)	1		Activities and Games	
(9:35 - 9:45)	1	9:20 - 9:35	Large Motor Skills	
		9:35 - 9:45	Math	
		9:45 - 10:10	Milk and Rest	
		10:10 - 10:35	Group Language	
(10:45 - 10:55)	1	10:35 - 10:45	Lipreading Activities and Games	
(11:00 - 11:10)	1			
(11:10 - 11:20)	1	10:45 - 11:00	Reading Readiness M W F Dramatic Play T Th	
		11:00 - 11:25	Art Activities Stories Finger Play	

Vary the sequence of the children's speech sessions so the same child does not miss the same group activity each day.

A Suggested P.M. Nursery Schedule

Individual Speech Sessions			Group Activities	
(12:10 - 12:20)	1	11:45 - 12:20	Arrival and Structured Play	
		12:20 - 12:35	Greeting Babbling Group Speech Calendar Weather	2 Groups
(12:35 - 12:45)	1	12:35 - 12:45	Auditory Training Activities and Games	
(12:45 - 12:55)	1			
(1:00 - 1:10)	1			
		12:45 - 12:55	Math	
		12:55 - 1:10	Large Motor Skills	
		1:10 - 1:35	Milk and Rest	
		1:35 - 1:55	Group Language News or Experience Story	
(1:55 - 2:05)	1	1:55 - 2:05	Lipreading Activities and Games	
(2:05 - 2:15)	1	2:05 - 2:20	Reading Readiness M W F Dramatic Play T Th	
(2:15 - 2:25)	1			
(2:25 - 2:35)	1	2:20 - 2:40	Art Activities Finger Play Stories	

Vary the sequence of the children's speech sessions so the same child does not miss the same group activity each day.

A Suggested A.M. Kindergarten Schedule

Speech Sessions			Group Activities	
		8:30 - 8:50	Greeting Babbling Group Speech Calendar Weather	2 Groups
(8:50 - 9:00)	1	8:50 - 9:00	Auditory Training and Rhythms	
(9:00 - 9:10)	1	9:00 - 9:10	Math	
(9:10 - 9:20)	1	9:10 - 9:35	Gross Motor Skills M W F	
(9:20 - 9:30)	1		Fine Motor Skills T Th	
		(Include independent;activities in motor skill areas)	cutting pasting writing coloring	
		9:35 - 10:05	Group Language News or Experience Story	
		10:05 - 10:15	Lipreading Activities	
		10:15 - 10:40	Milk and Rest	
(11;00 - 11:15)	2	10:40 - 11:00	Reading Readiness M W F	
(11:15 - 11:25)	1	2 Groups	Creative Dramatics T Th	
		11:00 - 11:25	Art Activities Finger Play Stories	

Vary the sequence of the children's speech sessions so the same child does not miss the same group activity each day.

Kindergarten All-Day Schedule

Individual Speech Sessions		Group Activities	
		8:15 - 8:50	Arrival and Structured Play
8:50 - 9:00	1	8:50 - 9:15	Greeting Group Speech (2 Groups) Calendar Weather
9:00 - 9:10	1		
		9:15 - 9:30	Auditory Training Rhythms
		9:30 - 10:00	Group Language News or Experience Story
10:00 - 10:10	1	10:00 - 10:15	Lipreading Activities
		10:15 - 10:40	Milk and Rest
10:40 - 10:50	1	10:40 - 11:00	Reading Readiness (2 Groups)
10:50 - 11:00	1	11:00 - 11:25	Gross Motor Skills (MWF) Fine Motor Skills (TTH)
		11:25 - 12:00	Lunch Preparation and Lunch
12:00 - 12:10	1	12:00 - 12:30	Structured Play Creative Dramatics
12:20 - 12:30	1		
		12:30 - 12:50	Rest
		12:50 - 1:10	Arithmetic Activities (MWF) Social Studies-Language Activities (TTH)
		1:10 - 1:30	Gym
1:30 - 1:40	1	1:30 - 1:50	Group Speech (2 Groups)
1:40 - 1:50	1	1:50 - 2:10	Science Activities (MWF) Art (TTH)
		2:10 - 2:35	Finger Play Stories
		2:35 - 2:45	Prepare to Go Home Discuss or Review Work to Take Home

Suggested Daily Schedule Grade 1[1]

Morning 8:30 - 11:30 (3 hours)

8:30 - 9:00

Check hearing aids as child arrives.

Opening Exercises:

(1) Greetings, flag salute

(2) General lipreading

(3) Group speech: 5 minutes
Review the charts (or)
do syllable drills (or)
present a new sound.

(4) Calendar and weather

9:00 - 9:15

News:

Discuss previous days' experiences. Put sentence on calendar in past tense. Anticipate today's plans. Write in future tense sentences on the blackboard.

9:15 - 9:30

Children's or Teachers News

(1) Elicit news from each child or a few children

(2) Discussion, questions and dramatizations.

(3) Teacher writes news on blackboard. (Teacher tells her news. She writes her news with illustration on a separate blackboard. This language will not be included in the formal lipreading. On days when teachers' news is used calendar and weather can be your formal lipreading material.

Suggested Daily Schedule Grade 1[1]

Morning (cont.)

9:30 - 9:40	Formal lipreading of written news and auditory training. Teacher gives news item in lipreading. Children read or point out news on blackboard.
9:40 - 10:00	Prepare for independent activities.
10:00 - 10:20	Recess and Lavatory
10:20 - 10:50	Independent activities to develop motor skills: printing drawing coloring cutting pasting Individual speech periods (3)
10:50 - 11:30	Language - Experience Story: To maintain enthusiasm, motivation and interest the preparation, experience and follow-up should take no more than two language periods.

Suggested Daily Schedule Grade 1[1]

Afternoon 12:30 - 2:45 (2¼ hours)

12:00 - 12:15	Lavatory and rest
12:15 - 12:30	Group Speech - Rhythm - 5 minutes Speech - 10 minutes
12:30 - 12:50	Reading Readiness
12:50 - 1:10	Reading related independent activities. (Take 2 children for individual speech)
1:10 - 1:30	Auditory Training: Use expressions and games.
1:30 - 1:45	Math (M W F)
1:45 - 2:05	Arithmetic related independent activities. (Take 2 children for independent speech)
	Art (T Th)
2:05 - 2:35	Gym
2:35 - 2:45	Clean-up, home.

Vary the sequence of the childrens' speech sessions so the same child does not miss the same independent activity each day.

Nursery Newsletter

October 28, 1970

Dear Parents,

This has been a busy week of Halloween preparations. Jack-o-lantern pictures are on our bulletin board and black cat cut-outs are on our windows.

Today the children helped draw eyes, nose, mouth and ears on our pumpkin. Then we cut them out. The children helped scoop out the seeds. They felt that the seeds were wet and slippery. My note to you yesterday told you of our paper pumpkin hunt. We will repeat that tomorrow. Today we played a matching game using jack-o-lanterns with various expressions.

We have made a point of learning that the large orange vegetable is a pumpkin. When we carve a face on it, it becomes a jack-o-lantern. This festive day gives us words which will be used many times in pumpkin carving or dramatic experiences during "trick or treating":

jack-o-lantern
pumpkin
carve
slippery
seed
happy
sad } denoting expression of jack-o-lantern
scary
black cat

We use our Halloween finger plays each day. Their words, which I sent home earlier this week, should be kept in a handy place while learning them and then the sheet should be placed in your note-book for future reference.

We would appreciate the milk money for November sent on Monday with the child's name and amount on the envelope. The amount is $.60. It is Billy's turn to bring cookies or crackers for snack.

Is your child missing a red sweater? The bus driver brought a small one in with no name tag.

Please reserve November 25 for an important parent meeting here at school. With this early reminder you will have an opportunity to engage baby-sitters if necessary. We appreciate the really fine turnout we had at our first meeting.

Sincerely,

Books and the Library

Books should be an important part of any child's life. For a deaf child they should be "special". They can be a wealth of knowledge, a source of relaxation, and kind friends in lonely moments.

Very early in life a child should be taught the care and use of books and helped to enjoy the words and pictures between their covers. When a new book is presented to a small child it should be done in a relaxed, warm manner with mother (or daddy) showing the child each page with interest and enthusiasm. Books the child owns should be chosen with care with special attention to clear, colorful, meaningful pictures which are not too detailed.

It is safe to say that everyone has a library in his community. For this reason no teacher can claim she lacks books for her class to enjoy. A large number can be taken out at a time on a monthly basis so many stories and subjects can be covered regularly.

Preschool children should learn the use of the library very early to formulate a good habit for regular visits in the future. They can learn the section where their books are found, choose a book, check it out and have mother note on the calendar the day it is to be returned. This will not only increase their sense of responsibility but help them to look forward to the trip to the library as an enjoyable, rewarding experience.

Book List

Book	Author	Publisher
Books To Look At		
World Full of Horses	Dahlov Ipcar	Doubleday & Company
Look	Zhenya Gay	Viking Press
Things we Like to Do	Andre	Abington
I Am A Puppy	Golden Sturdy	Golden Press
I Am A Kitten	Happy Books	"
I Am A Bunny	"	"
What Animals Do	"	"
Words	"	"
Book of Toys	Art Seidens	McLoughlin Brothers
Farm Animals	Gyo Fujikawa	" "
All the Colors	" "	" "
Series To Enjoy		
Angus and the Ducks	Marjorie Flack	Doubleday & Company
Angus and the Cat	" "	" "
Angus Lost	" "	" "
The Little Fire Engine	Lois Lenski	Henry Walck Inc.
The Little House	" "	" " "
The Little Sailboat	" "	" " "
The Little Train	" "	" " "
The Little Farm	" "	" " "
The Little Auto	" "	" " "
Policeman Small	" "	" " "
Papa Small	" "	" " "
Cowboy Small	" "	" " "

Book List

Book	Author	Publisher
Big Little Davy	Lois Lenski	Henry Walck Inc.
Davy and His Dog	" "	" " "
Davy's Day	" "	" " "
Animals For Me	" "	" " "
A Dog Came To School	" "	" " "
Debbie Herself	" "	" " "
The Dog Book	Golden Shape Books	Golden Press
The Cat Book	" " "	" "
The Apple Book	" " "	" "
The Ball Book	" " "	" "
The Hat Book	" " "	" "
The Bunny Book	" " "	" "
The Toy Book	" " "	" "
The Turtle Book	" " "	" "
The Bug Book	" " "	" "
The Bear Book	" " "	" "
The Farm Book	" " "	" "
The Santa Claus Book	" " "	" "
The Snow Man Book	" " "	" "
The Sand Pail Book	" " "	" "
Baby Animals	" " "	" "

Learning Books

The Hullabaloo ABC	Beverly Cleary and Earl Thollander	Parnassus Press
First A.B.C.	Larrick & Martin	Platt & Munk

Book List

Book	Author	Publisher
Numbers (A First Counting Book)		Platt & Munk
My Counting Book	A Giant Book	Rand McNally
Chicken Little - Count to Ten	Margaret Friskey & Katherine Evans	Childrens Press
My Counting Book	A Star Board Book	Platt & Munk
All the Colors		McLaughlin Brothers
Little Blue - Little Yellow		
Big and Little	A Big Golden Book	Golden Press
The Big Book of Mother Goose		Grosset & Dunlap
What Do I Say	Norma Simon Joe Lasker	Albert Whitman
Red Light Green Light	Golden MacDonald Leonard Weisgard	Doubleday & Company
Mother Goose Rhymes		Platt & Munk
Stop Look Listen		Hampton Publishing Co.
Colors	John J. Reiss	Bradbury Press

Books To Listen To

Hi Mister Robin	Alvin Tresselt Roger Duvoisin	Lothrop, Lee & Shephard Co. Inc.
Monkeys Are Funny That Way	Dorothy Koch & Don Freeman	Holiday House
My Sister & I	Helen Buckley & Paul Galdone	Lothrop Lee Shepherd & Co.

Book List

Book	Author	Publisher
Andy & the School Bus	Jerrold Beim & Leonard Shortall	Morrow
All Aboard the Train	Ethel & Leonard Keesler	Doubleday & Company
Wake Up Farm	Alvin Tresselt Roger Duvoisin	Lothrop Lee Sherpherd & Co.
What Do You Want To Be?	Fransoice	Scribners
Wait For William	Marjorie Flack	Houghtin Mifflin & Co.
A Walk in the City	Rosemary & Richard Dowson	
Whistle for the Train	Golden MacDonald Leonard Weisgard	Doubleday & Company
Willie Goes to the Hospital	Pauline Vinson	MacMillan Company
Square as a House	Karla Kuskin	Harper & Row
The Rain Puddle	Adelaide Hall Roger Duvoisin	Lothrop & Lee & Shepard Company
Make Way for Ducklings	Robert McCloskey	
Caps for Sale	Eslobodkin	Scott
Harry the Dirty Dog	Gene Zion	Harper
The Carrot Seed	Ruth Krauss	Harper
Where's the Bunny	Ruth R. Carroll	Walck
Where's the Kitty	" " "	"

Books To Feel and Work With

Pat the Bunny	Dorothy Kunhardt	Childcraft Library
All by Herself	Kay Clark	" "
All by Himself	" "	" "
The Touch Me Book	A Golden Answer Book	Golden Press
Wha 's in Mommy's	" " " "	" "

Publishers' Addresses

Publisher	Address
Abington Press	201 - 8th Avenue South Nashville, Tennessee
Bradbury Press	Englewood Cliffs, New Jersey
Childcraft Library	Childrens Equipment Company New York, New York
Childrens Press Inc.	Jackson Blvd. & Racine Avenue Chicago, Illinois
Doubleday & Company Inc.	Garden City, New York
Golden Press, Inc.	630 Fifth Avenue New York, New York
Grosset & Dunlap, Inc.	1107 Broadway New York, New York
Hampton Publishing Company	711 South Dearborn Street Chicago, Illinois
Harper & Brothers	49 East 33rd Street New York, New York
Holiday House, Inc.	8 West 13th Street New York, New York
Lothrop, Lee & Shephard Co., Inc.	419 Park Avenue South New York, New York
MacMillan Company Now Crowell Collier Publishing Co.	640 Fifth Avenue New York, New York
McLoughlin Now Grosset & Dunlap	1107 Broadway New York, New York
William Morrow & Co., Inc.	425 Park Avenue New York, New York

Book List

Publisher	Address
Parnassus	Berkeley, California
Platt & Munk Co., Inc.	200 Fifth Avenue New York, New York
Rand McNally & Co.	P.O. Box 7600 Chicago, Illinois
William R. Scott, Inc.	8 West 13th Street New York, New York
Charles Scribner's Sons	597 Fifth Avenue New York, New York
Viking Press, Inc.	625 Madison Avenue New York, New York
Henry Z. Walck, Inc.	101 Fifth Avenue New York, New York
Albert Whitman & Co.	560 West Lake Street Chicago, Illinois

Finger Plays

The following finger plays have been enjoyed by hearing impaired classes. The repetition of words and choice of subject content give the children an opportunity for meaningful dramatization.

Explicit directions for placement of hands and fingers are left to the discretion of the teacher. It is most helpful to use props or pictures when introducing a new finger play. These should be eliminated after the finger play has been said a few times.

Suggestion:

My Balls

Here's a ball. (hands form small ball)
Here's a ball. (hands form middle-sized ball)
I see a great big ball. (hands and arms form large ball)
Shall we count them?
Are you ready?
One, two, three. (fingers stand up one, then two, then three)

To encourage vocalization it is often helpful to have two or three children "perform" a familiar finger play before the group. When language ability is strong children enjoy taking turns leading the finger play.

SELF

My Hands

Open, shut them, open, shut them,
Give a little clap.
Open, shut them, open, shut them,
Lay them in your lap.
Creep them, creep them, right up to
your chin.
Open wide your little mouth but do
not let them in.
Open, shut them, open, shut them,
To your shoulders let them fly,
Let them like the little birdies
flutter to the sky.
Falling, falling, falling, falling
almost to the ground.
Quickly raising all your fingers
Swirl them round and round - faster - slowly.

Ten Little Fingers

I have ten little fingers
And they belong to me.
I can make them do things
Would you like to see?
I can make them jump way high,
I can make them jump way low,
I can fold them so quietly,
And hold them here just so.

Finger Plays

I Shake My Hands

I shake, shake, shake, my hands
I give a little clap.
I shake, shake, shake, my hands
And fold them in my lap.

My Bath

I take my bath in a great big tub,
I sit in the water and I
    scrub, scrub, scrub.
With soap on my wash cloth,
    I scrub my knees,
And give my cloth a
    squeeze, squeeze, squeeze.
Little drops of water trickle
    down like rain
Gurgle, gurgle, gurgle, down the drain.

Hands

Hands on shoulders, hands on knees,
Hands behind you if you please;
Touch your shoulders, now your nose,
Now your hair and now your toes.
Hands up high in the air,
Down at your sides and touch your hair.
Hands up high as before
Now clap your hands
One, two, three, four.

Finger Play

Clap Your Hands

Clap, clap, clap your hands,
Clap your hands together
Clap, clap, clap your hands,
Clap your hands together.
(Vary with "Shake your hands", "Nod your head", etc.)

My Toothbrush

I have a little toothbrush
I hold it very tight.
I brush my teeth each morning
And then again at night.

Telephone Pole

Touch your hair
Touch your knees
Touch your nose
    Telephone pole -
    Stand up straight and tall.
Touch your elbows
Touch your chin
Touch your toes
    Telephone pole
    Stand up straight and tall.

Finger Play

Thumb Man

Where is thumb man?
Where is thumb man?
Here I am.
Here I am.
How do you do this morning?
Very well, I thank you.
Run away, run away.

Fee, Fie, Fo, Fum

Fee, fie, fo, fum
See my finger
See my thumb
Fee, fie, fo, fum
Finger's gone
So is thumb.

My Hands

My hands upon my head I'll place
On my shoulders, on my face,
At my waist and at my side,
And now behind me they will hide.
Now I'll raise them up so high
Till they almost reach the sky
Now I'll clap them one, two, three
And see how quiet they can be.

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Finger Play

My Little Hand

This little hand is my good hand
And this little hand is his brother
Both little hands are clean little hands
Because they wash each other.

Finger Play

FAMILY

Babies Toys

Here's a ball for baby,
(make circle with thumb and forefinger)
Big and soft and round.
Here is baby's hammer,
(make hammer with fist)
Oh, how he can pound!
Here is baby's music, clapping, clapping so.
Here are baby's soldiers,
(fingers up straight)
Standing in a row.

Here is baby's trumpet
(pretend to blow trumpet)
Toot, toot, toot, toot, too.
Here's the way that baby
Plays at peek-a-boo.
(play peek-a-boo with fingers)
Here's the big umbrella
(cup hand and stick finger under it for handle)
To keep the baby dry.
Here is baby's cradle
(put hands together)
Rock-a-baby-bye.
(rock hands)

Our Little Baby

Our little baby has ten toes,
Two little ears and
One little nose.

Finger Play

My Family

This is Mother
This is Father
    This is Brother tall.
This is Sister
This is Baby
    Oh, how we love them all!

Finger Play

SAFETY

Stop, Look, Listen

Stop, look, listen,
Before you cross the street,
Use your eyes, use your ears,
Then use your feet.

Traffic Lights

Traffic lights we see ahead,
Sometimes green and sometimes red,
Red on top and green below
Red means stop and green means go.

FALL

Leaves

Leaves are floating softly down;
They make a carpet on the ground
Then, swish! The wind comes whirling by
And sends them dancing to the sky.

The Grey Squirrel

The small grey squirrel
Goes up the tree
And throws big acorns
Down on me.

The Funny Scarecrow

The old scarecrow is a funny old man.
He flops in the wind as hard as he can.
He flops to the right -
He flops to the left.
He flops back and forth
'Til he's all out of breath.

His legs swing out
And his arms swing too.
He nods his head in a
"How do you do?"
He flippity flops when the wind
blows hard.
That old scarecrow in our backyard.

The Big Black Cat

The big black cat
Has a hunched up back,
His eyes are round and yellow.
His tail is long,
His fur is soft,
He is a scary fellow.

A Happy Pumpkin

I'm a happy pumpkin,
Big and orange and round.
All my friends are pumpkins,
We grow on the ground.

A Pumpkin

A pumpkin is big
A pumpkin is round
A pumpkin has a great big smile
But doesn't make a sound.

CHRISTMAS

Christmas

Hang up your stockings
Turn out the light
Get ready for Santa
He's coming tonight.

My Toy

I found a toy on the Christmas tree
And this is the way it played for me -
tra la la la la la la
And this is the way it played for me.

Santa Claus

Santa Claus is big and fat
His coat is red,
So is his hat.

WINTER

The Snowman and the Bunny

A chubby little snowman
Had a carrot nose.
Along came a bunny (rabbit)
And what do you suppose -

That hungry little bunny (rabbit)
Looking for his lunch
Ate that little snowman's nose
Nibble - nibble - crunch!

-Pearl H. Watts

It's Snowing!

It's snowing, it's snowing, it's snowing all around
It's whirling, it's whirling, it doesn't make a sound.
It's blowing, it's blowing, it's blowing all around
Oo Oo Oo it doesn't make a sound.

The Fat Snowman

The snowman fat
Put on his hat
And began to dance around.
The sun came out
Made the snowman pout
And he melted to the ground.

VALENTINE'S DAY

When You Send A Valentine

When you send a valentine - -
That's the time for fun!
Push it underneath the door,
Ring the bell and run, run, run!
Ring the bell and run!

-Mildred J. Hill

(This verse can be used in circle game played like "Drop the Handkerchief")

CIRCUS

Jumbo

Jumbo has a great big trunk
That goes swinging, swinging so,
And he has tiny, tiny eyes
To show him where to go.

His huge long ears go flopping
Flopping up and down,
As his great big feet go stamping,
Stamping on the ground.

Circus Clown

I'm a funny circus clown
My nose is painted red.
I crawl upon my hands and knees
And stand upon my head.
And when at last I tumble down
And bump my head in play
I jump right up, I turn around
And run the other way.

Big Brown Bear

Big brown bear
Will you dance for me?
That is what I'd like to see.

Finger Plays

My Balloon

Here I have a new balloon,
Help me while I blow;
Small at first, then bigger,
Watch it grow and grow.
Do you think it's big enough?
Maybe I should stop;
For if I give another blow,
My balloon will surely pop!

-L. B. Scott

A Clown

I am a clown
With a funny hat,
I have a red nose
And laugh and laugh.

Finger Plays

SPRING

Spring

The melting snow says, "drop, drop,"
The little frog goes, hop, hop,
The little bird says, "peep, peep"
The little vine grows, creep, creep,
The little bee says, "hum, hum,"
The little flower says, "Spring has come."

Itsy Bitsy Spider

Itsy bitsy spider went up the water spout
Down came the rain and washed the spider out
Up came the sun and dried up all the rain
So the itsy bitsy spider went up the spout again.

Rain

Rain is falling down.
Rain is falling down.
Pitter, patter, pitter, patter,
Rain is falling down.

Two Little Blackbirds

Two little blackbirds
Sitting on a hill
One named Jack
The other named Jill.

(cont.)

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Two Little Blackbirds (cont.)

Fly away Jack -
Fly away Jill -
Come back Jack -
Come back Jill.

Birds

Five little chickadees, sitting in the door,
One flew away and then there were four.
Four little chickadees, sitting in a tree,
One flew away and then there were three.
Three little chickadees looking at you,
One flew and then there were two.
Two little chickadees sitting in the sun,
One flew away and then there was one.
One little chickadee, sitting all alone,
One flew away and then there were none.

A Little Seed

A little seed so soft and round
I'll dig a hole and lay you down;
And you may rest beneath the ground
Until your leaves come up
And your roots go down.

A Little Fish

One two three four five
I caught a little fish alive
Why did you let it go?
Because it bit my finger so.

Finger Plays

Seeds (first grade)

Some little seeds have parachutes
To carry them around.
The wind blows them
swish, swish, swish.
Then lays them on the ground.

The Apple Tree

Way up high in the apple tree
Two little apples smiled at me.
I shook that tree as hard as I could.
And down came those apples --
M-m-m they were good.

ANIMALS

My Kitten

Kitten is hiding under a chair,
I looked and looked for her everywhere
Under the table and under the bed;
I looked in the corner, and when I said,
"Come, Kitty, come, Kitty, here's milk for you.",
Kitty came running and calling, "Mew, Mew."

Farm Animals

The little white sheep went "Baa",
And the little grey catewent "Mew",
And the little black dog went "Bow-wow-wow",
But they all said, "How do you do?"

Use: The little cow went,
The little hen went,
The little duck went,

Pinky

Pinky is a rabbit.
His tail is fluffy white.
Hop hop hop goes Pinky
All day and night.

Finger Plays

Bunny

This is the bunny with ears so funny,
And this is his hole in the ground,
When a noise he hears, he pricks up his ears,
And goes down in his hole with a bound.

A Little Turtle

There was a little turtle
He lived in a box
He swam in a puddle
He climbed on the rocks.
He snapped at a mosquito
He snapped at a flea
He snapped at a minnow
He snapped at me.
He caught the mosquito
He caught the flea
He caught the minnow
But he didn't catch me.

Bunny Rabbit

Bunny rabbit hop hop hop
Your long pink ears
Go flop flop flop
Tail so short and fluffy white.
Hop hop hop with all your might.

Finger Plays

TRANSPORTATION

The Bus

1. The wheels on the bus go round and round
round and round
round and round
The wheels on the bus go round and round
All around the town.

2. The people on the bus go up and down.
(repeat as in first verse)

3. The feet of the people go stamp, stamp, stamp.

4. The money on the bus goes click, click, click.
(snap fingers)

5. The horn on the bus goes beep, beep, beep.

6. The door on the bus goes bang, bang, bang.

7. The driver on the bus says "move on back."

8. The people on the bus go "yak, yak, yak."

9. The people on the bus sit down.

The Air Plane

The air plane has big wings,
And a propeller that goes round
And sings Brrrrrrr
It goes up, up, up.
And down, down, down.

Finger Plays

The Engine

Here comes the engine goind down the track.
Now it's going forward -
Now it's going back.

Ding-dong the bell does ring.
Toot - toot the whistle blows.
What an awful noise it makes
everywhere it goes.

MISCELLANEOUS

Tick-Tock

Big clocks make a sound like TICK-TOCK,
TICK-TOCK; (swing arms like pendulum)
Small clocks make a sound like Tick-tock,
Tick-Tock, Tick-Tock, Tick-Tock; (faster and
not so loud)
And the little tiny clocks make a sound like
tick-tock, tick-tock, tick-tock;
tick-tock, tick-tock, tick-tock, tic.
(softly and still faster)

Here We Go Up

Here we go up, up, up
Here we go down, down, down
Here we go backwards
Here we go forward
Here we go round, round, round.

My Book

This is my book
It will open wide
See all the pictures that are inside.
This is my ball
So big and round,
I can roll it on the ground.
Here's my umbrella to keep me dry.
When the rain comes dropping from the sky.

Finger Plays

Clap, Clap, Clap

We clap down low,
We clap up high,
We touch the ground,
We touch the sky.
We step, step, step
    and clap, clap, clap
And then we turn around.
We step, step, step
    and tap, tap, tap
And back without a sound.

BIBLIOGRAPHY

Need A Rest Or Change Of Pace?, Minneapolis Public Schools, Department of Elementary Curriculum, July, 1964.